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FIFTEEN PILOT PROGRAMS IN ELEMENTARY GUIDANCE IN THE STATE OF INDIANA 1965-66.

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THIS IS A CONDENSED EDITION OF THE FULL NARRATIVE REPORTS SUBMITTED BY THE COUNSELORS OF INDIANA'S 15 ELEMENTARY SCHOOL GUIDANCE PILOT PROGRAMS. THE REPORTS DESCRIBE IN DETAIL THE PHILOSOPHY, GOALS, OBJECTIVES, PROCEDURES, AND OUTCOMES OF THEIR UNIQUE PROGRAMS. MOST OF THE COUNSELORS INCLUDED PLANS FOR THE FUTURE. CLARIFICATION OF THE BASIC ISSUES CONCERNING THE ROLE AND THE FUNCTIONS OF THE ELEMENTARY SCHOOL COUNSELOR WAS THE FIRST TASK OF THE PARTICIPATING COUNSELORS. SPECIFIC GUIDELINES FOR THE PILOT PROGRAMS WERE DELINEATED SO THAT THE SCHOOLS PARTICIPATING COULD SERVE AS MODELS. (AO)

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INDIANA STATE DEPARTMENT OF

PUBLIC INSTRUCTION

Report of the 1965-66 Elementary Pilot Guidance Program

by
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William E. Wilson
Superintendent

Bulletin No. 253
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Fifteen Pilot Programs In Elementary Guidance In The State Of Indiana
1965-1966

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and Guidance Services
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of Public Instruction

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The results of her efforts, skills, and energy culminated in the excellent report which comprises this bulletin.

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PREFACE

This booklet is a condensed edition of the excellent but lengthy narrative reports submitted by the counselors of the fifteen Elementary School Guidance Pilot Programs.

These counselors at the end of the school year were asked to write a narrative report describing in detail the philosophy, goals, objectives, procedures, and outcomes of their unique programs.

These reports were voluminous but expertly and skillfully written.

I and the staff of the Division of Pupil Personnel and Guidance extend our sincere thanks and congratulations to these counselors who did an excellent job in giving their unselfish time, energy, devotion, and skills in helping youth to help and understand themselves in a way that should make their lives more meaningful.

R. F. Pruett

Indianapolis, Indiana
September 1, 1966

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The Beginning Of Elementary Guidance

Rolla F. Pruett, Director
Pupil Personnel and Guidance

The amended National Defense Education Act now includes grades K through 6 for guidance, counseling, and testing services. This is a most important change, for few would deny the need and importance of guidance at the elementary level. Elementary school people are in a favorable position to provide guidance for pupils because they are working with children in their early, developmental, formative years.

The teacher must and does play a most significant role and is a participant in (not merely a recipient of) guidance services. But too often the concept of the teacher as a key person in the guidance program has been a deterrent rather than a challenge to the provision of adequate counseling services.

Over the years the teacher has been assuming an ever expanding function, with numerous and diverse roles competing for her attention. The teacher has a right to expect the help of a specialist who can bring both time and professional preparation to the counseling of children who need more help than can reasonably be expected of the classroom teacher. However, in selecting and placing counselors at the elementary level it is imperative that we proceed with great caution, since the elementary youngster is entirely different from the high school pupil.

According to current standards for guidance certification requirements in Indiana there is no differentiation for elementary and secondary counselors. This means that a secondary counselor, who holds a guidance certificate, could qualify for the position of elementary counselor. A secondary trained counselor operating at the elementary level might well be the ruination of an elementary guidance and counseling program. It is imperative that a counselor know and understand Johnny before counseling him.

The training, therefore, of the elementary counselor must differ from that for a secondary counselor. Starting a guidance and counseling program in our elementary schools with "untrained" (elementary level) counselors would "set" guidance back fifty years.

Clarification of Basic Issues

While most school people agree that elementary guidance is important, there are varying ideas about how it should be done. Some consider the teacher as the key guidance worker; others think guidance should be done only by the specialist. Still others think of the specialized guidance worker as a consultant to and co-ordinator of the whole program, with all staff members using their special skills in a teamwork approach for the good of the child. Many guidance writers would agree with this last viewpoint. Strang describes the specialist as a consultant to the teacher. Patouillet thinks that those who stress services and specialists and those who stress enlightened teaching are not really so far apart, that the real issue is one of relationships. But how do people and services relate to each other for the best interests of pupils? From an examination of guidance concepts in the elementary school, these points emerge:

1. Although there is a common belief among elementary school people that the teacher is the guidance person, there are limits to the teacher's role. The teacher is curriculum-oriented and usually does not have training in special guidance areas. It is true that the teacher is a key person in the guidance program, but she can function most effectively when a trained guidance person is responsible for those functions requiring special skills, such as test interpretation and counseling. In elementary schools that have a trained guidance worker, almost every teacher is more aware of the role of guidance and functions better in the guidance of her children than in schools where such a specialist is not available.

2. The trained guidance worker or counselor is a specialist who helps the teacher meet the needs of pupils. He does not take over the teacher's role, but he does make her feel more secure. The counselor assists teachers with the problems of pupils, with testing, with case studies, and with referrals. He also acts as a resource person to provide up-to-date materials. He is the co-ordinator of the guidance program, and obtains the participation of parents, school psychologist, or community agencies when they are needed to help the child.

3. Elementary school guidance should be developmental, concerned with the dynamics of the pupil's intellectual, physical, social, emotional, and moral development at every stage of his growth, rather than with the handling of emergencies or of isolated problems. Such guidance requires a teamwork approach.

4. Occupational and vocational information is one of the important guidance services but in many schools it is started too late. For vocational choice in its broadest sense actually begins early in childhood. Studies that have been made stress the importance of occupational information in the elementary school. One of the nine recommendations made by Wrenn in the "Counselor in a Changing World" was that counseling in the elementary school can be considered vital to the welfare of both the children and the nation.

In the elementary school, identification of talents and early patterns of development are the joint responsibility of teacher, counselor, and other pupil personnel specialists. Clearly, it is also the responsibility of the counselor to provide realistic social and vocational orientation in the elementary school, particularly for the students who terminate their formal education at this level. It should be kept in mind, however, that students in the junior high school and earlier are often psychologically unready to make a reasonable vocational choice or exploration. Wrenn further implies that the elementary school and the junior high school have more urgent needs in the immediate future than in the past for stressing vocational information and vocational counseling for a portion of their student population. Educational requirements to enter an increasing number of occupations will go up too rapidly to permit the rapidly growing youth population to keep up with the requirements unless systematic professional help is provided.

No one knows exactly how a satisfactory vocational choice is made. However, most theories of vocational choice emphasize that it is a process—not a single decision and that it begins early in life.

It is not surprising that a child should develop early interests in a wide number of occupations. From the time he can understand words, he is asked, "What are you going to be when you grow up?" His first response may be "just like Daddy" or "like the policeman." In play, children often assume occupational roles. Sometimes they are cowboys, and other times firemen, nurses, doctors, mailmen, policemen, soldiers and jet pilots. The little girl with her nurse's kit or the boy with his gas station set are making their first explorations into employment possibilities. The roles that girls and boys act out may definitely reflect the breadth of their knowledge of the occupational world, as well as their attitudes toward various workers.

Although these points clarify the basic concept of guidance in the elementary school, it is important to know what schools are doing about elementary guidance and what more should be done to improve work in this area.

There are at least eight points concerning the role of the elementary school counselor and the responsibilities delegated to him. Let me briefly describe them:

1. To help the students understand themselves and their relationship to others; to help children develop to the optimum of their potential educationally, socially, emotionally, and physically; to help children gain an understanding of the world of work.

2. To help teachers understand children, understand personal and group dynamics, and assist teachers in developing skills in using such techniques in the classroom.

3. To help parents better understand their children. This would include an interpretation initiated when necessary of educational and vocational potential to serve as a basis for realistic planning at the time and in the future.

4. To help parents and teachers communicate with each other.

5. To help building personnel and parents better identify, understand, and use staff and referral services including special education services.

6. To interpret the "guidance point of view."

7. To facilitate articulation at transitional points in the school career of the child.

8. To assist in screening of students for special attention—special classes, referrals, etc.

Some specific competencies and techniques that the elementary counselors should be skilled in include:

1. Testing, including standardized group and individual tests as well as teacher made tests.

2. Counseling at all age levels including both pupils and their parents.
3. Group dynamics.
4. Prevention, diagnosis, and treatment of learning difficulties.
5. Parent and community relations including parent-child, sibling relationships and sub-culture dynamics in communities.
6. Administrative and staff relationships.
7. Individual differences including the typical and atypical child.
8. Personality development and mental hygiene.
9. Educational and occupational information.
10. Human growth and behavior or developmental psychology.

Let's delineate some of the major functions of the elementary counselor:

A. Assists in acquiring and evaluating information about all youngsters through appropriate data collecting devices.

B. Assists teachers and administrators in understanding the differences and similarities among children.

C. Assists in the resolution of problems impeding the learning process or general development of children in the school.

D. Assists in the in-service preparation of the school staff to enable it to serve better the children in the school.

E. Counsels with children concerning problems which they face.

F. Develops and maintains an information service which assists children and their teachers and cooperates in the orientation and articulation programs.

G. Serves as a referral agent to out-of-school resources which can assist in the solution of problems involving pupils and as liaison agent with out-of-school agencies.

H. Assists parents and parent groups in understanding children and the school.

I. Assists in improving communication between the school and the home.

J. Carries on research to determine the effectiveness of the guidance program and ways to improve it.

K. The elementary counselor is *not* prepared to do the following:
  1. Conduct testing for special education screening
  2. Engage in intensive therapy
  3. Administer discipline

L. Helps educational staff to recognize and provide for the individual differences (physically, mentally, emotionally, socially, culturally) that exist among children in the school.

M. Works to remove or reduce obstacles that retard the general and intellectual development of the children in the school.

N. Works to assist the child to find a satisfying place in the school and to develop a feeling of belonging.

O. Works to increase self understanding and insight in the child.

The Division of Pupil Personnel and Guidance Services of the State Department of Public Instruction, in order to implement the Amendment by Congress of Title V-A of the National Defense Education Act, decided that a series of pilot programs in elementary school guidance should be supported throughout the state of Indiana. It is hoped that these programs will serve in several ways. First of all, it is expected that these pilot programs will serve as models for the other school corporations in the state. Secondly, it is hoped that valuable information about procedures and techniques in elementary guidance will be gained from these programs. Valuable information concerning the worth of guidance should also be a by-product of these programs.

Although only 15 pilot programs were to be supported by Title V-A funds, we requested that all elementary schools that were interested in starting a guidance program submit proposals to our office. The suggested guidelines that were used for submitting the proposal are as follows:

Guidelines for Pilot Programs in Elementary School Guidance

1. Any school corporation within the State of Indiana is eligible to participate. Corporations do not have to participate in the NDEA program at the secondary level to be eligible.

2. All pilot programs will be financed by the Division of Pupil Personnel and Guidance Services of the State Department of Public Instruction with funds made available through Title V-A, NDEA. This support will pay the salary of the counselor for the school year 1965-66 based on the local salary schedule. In addition to this, the counselor will be paid two weeks before and two weeks after the regular school year. The purpose of this payment is so that planning may take place at the beginning of the school year and evaluation carried out at the end of the program.

The school corporation is expected to provide office space, furniture, clerical assistance as needed, office supplies, and miscellaneous expenses.

3. Counselors employed by the local school to staff these programs must spend 100% of their time working with students in grades K-6. It is not the purpose of this program to staff 7th and 8th grade programs.

The counselor-pupil ratio in the schools participating should not exceed approximately 1-400. This means that elementary schools having an enrollment of 800 would need two counselors.

Part-time counselors should not be employed. A school having an enrollment of 600 should employ two full-time people rather than one and one-half counselors.

4. In order to be eligible to participate in this program, schools must employ counselors who meet the following requirements:

a. Hold a Master's Degree with a certificate in guidance and counseling.
b. Have at least one year of experience in elementary schools.
c. If possible a practicum in counseling with elementary students should have been included in the training program.

Schools participating in these pilot programs were frequently visited by officials of the State Department of Public Instruction and other schools. Since elementary guidance is new in Indiana, a great deal of interest was focused on these programs.

A series of 8 meetings were held which included all of the counselors in the state participating in the pilot programs. The purpose of these meetings was to plan research, discuss appropriate procedures, and other in-service education techniques. These meetings started prior to the opening of school and continued through the school year.

The persons employed in these programs were members of the local school corporation staff and as such were responsible to local school officials. The schools that participated in these programs cooperated to the fullest extent in making these programs meaningful.

Initial Progress Reports On The Pilot Programs In Elementary Guidance

BALL STATE UNIVERSITY

Burris School — James L. Ellsberry, Director

PHILOSOPHY

Guidance is dependent upon the attitudes of the faculty. It must be a cooperative effort; there can be no organized guidance program without the support of the administration, faculty, and community.

Each student is unique in his needs, abilities, and past experiences. It is the obligation of elementary guidance to help each one gain maturity and insight regarding himself and his opportunities.

Guidance services exist to help students become prepared to the best of their ability so that they may meet the challenge of today and of tomorrow.

THE COMMUNITY

The City of Muncie is located 54 miles northeast of Indianapolis and serves as the county seat for Delaware County. The municipal population is estimated at 72,000.

There are eight leading manufacturers in the community. Related and service industries account for additional employment, allowing the youth to remain in the community after their formal education if they desire.

The School System

The presence of Ball State University in the community has provided leadership in the field of education throughout the years. As a laboratory school for the University, Burris has been a part of this leadership.

All Burris teachers are members of various academic and professional departments and organizations of the College of Education and hold academic ranks varying from instructor to full professor. Approximately 22 percent of the Burris faculty hold doctoral degrees.

DESCRIPTION OF THE PROGRAM

The original objectives and activities for the Pilot Program in Elementary Guidance at Burris were formulated by the Principal with the assistance of the Director of Guidance and Counseling and selected teachers.

The Original Objectives

1. Help the individual to know himself as a unique person.
2. Assist him to develop the skills and understandings necessary for identifying the consequences of the choices he must make.

3. Make possible greater opportunity for achievement by altering the pupil's environment whenever necessary and if the circumstances permit.
4. Modify personality structure while it is still flexible, thus emphasizing developmental aspects of growth rather than remedial.
5. Make the child aware that he operates within a sub-culture of our total society and help him identify the effect of sub-cultural values upon his opportunities for developmental experiences.
6. Assist the child to establish acceptable behavior patterns consistent with a wholesome concept of self.

Program Activities

1. Programs designed to help the child re-orient his self-concept in terms of societal values and sub-cultural value systems.
2. Instructional programs designed to allow the child to experience the outcomes of his operative values as they conflict with other members of the class.
3. An attempt to assess the value systems of teachers and others who share the responsibility for educating children so that they may better understand the basis for the judgments they make.
4. An attempt to assess parental attitudes toward "good and bad" as compared to those perceptions held by their children.
5. Comparative surveys of values held by teachers, parents, and students, as these relate to education and behavior.

The Modified Objectives

Some of the objectives and activities were based upon the assumption that adequate materials and test instruments would be available or could be designed to accomplish the objectives set forth in the proposal.

A thorough study of the proposal and a tireless search, using all resource personnel available at Ball State University, for an instrument which would be satisfactory for carrying out the objectives, yielded negative results.

This lack of adequate materials and instruments, plus the fact that the counselor had made no personal contribution to the original proposal, are two reasons why it became necessary to alter the objectives.

It seems inevitable that the counselor's personality and training would be reflected in the way a program is organized and administered. Thus, changes in the objectives and activities came about whenever they seemed incongruous to the counselor.

The Staff

James L. Ellsberry, Director of Elementary Guidance, was directly in charge of the pilot program at Burris. In addition to directing the program, he served as the elementary counselor. His professional training includes B. S. and M. S. degrees from Indiana State College, work at the University of Colorado, Guidance certificate from Purdue University, and the Ed.S. degree from Michigan State University.

Mr. Ellsberry has had experience working with elementary children both as a teacher and as a coach. He also has had previous experience as a counselor in elementary schools. This experience was cut short, however, when he was recalled to active duty in the Armed Forces.

A full-time secretary also was provided. Her duties included scheduling appointments, answering the telephone, escorting the children to and from the classroom, typing letters and confidential notes, compiling student records, scoring tests, recording data for the research projects, and routine clerical duties.

Special personnel located at Burris were the school nurse and the speech and hearing therapist. Available from Ball State University, just across the street, were psychometrists, psychologists, reading specialists, and guidance consultants.

The Facility

The counselor's office is located on the ground floor near the main entrance of the building. It is directly across the hall from the principal's office which is the focal point of activity in the school. Adjoining the counselor's office is the office of the school nurse.

The counselor's secretary is stationed in the outer office, which permits her to act as a receptionist and to carry on routine office activities without disturbing or interrupting the counselor. The counseling office is small but adequate, and it insures audio and visual privacy.

Play Media

No particular effort was made to involve children in play therapy, to use specially designed play media, to encourage role-playing, or to analyze behavior as a result of using these techniques.

On occasion, however, a means was needed to facilitate the communication of a shy or nervous child. The typewriter was found to be a useful tool for communication of simple words or thoughts. The tape recorder also was used successfully as a diversionary tool with some students who were unable to express themselves in straightforward conversation.

Scratch pads and colored pencils also were available and were requested by some students. The results of these doodlings were sometimes displayed on the bulletin board in the counselor's office.

The Pre-School Planning

Five weeks were spent in pre-planning. The first week was spent in studying the proposal submitted to the State Department, Division of Pupil Personnel and Guidance Services, and studying the need for a rationale for establishing guidance programs in the elementary school.

During the second week, study continued but was concentrated on information describing the differences between guidance services in the elementary and the secondary school.

Throughout the third week the legitimate functions of the elementary school guidance specialist and the methods and techniques used in studying children were explored.

Pre-planning in the fourth week consisted of consolidating this information into outline form. A statement of philosophy, major objectives, and a summary of the proposal were added, and all of this material was incorporated into a bulletin for the classroom teachers and special personnel.

The fifth week was used for reading and research concerning the proposed goals and objectives of the Pilot Program in Elementary Guidance.

Orientation

During the first two weeks of school, much time was spent observing the various classroom activities. As it is important to see the students in many activities, art, physical education, industrial arts, and music classes also were visited.

These visitations served not only as teacher and student orientation, but as orientation of the counselor to the personalities of the teachers and the interaction of each classroom.

As an integral part of school procedures at Burris, it is each teacher's obligation to meet with parents of their students. This year, since guidance services were new to the elementary curriculum, the counselor attended all but one of the conferences and attempted to describe to parents what services would be available.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

Typical areas of concern were underachievement, unsatisfactory peer group relationships, lack of parental control, aggressiveness, shyness, lack of physical skill, and those with developmental concerns.

Originating Referral Sources

The total referrals throughout the school year show 64.8 percent emanating from the teachers, 10.7 percent from the parents, 6.8 percent from the special staff, 2.0 percent from the administration, and 15.7 percent from the students themselves.

Testing and Interpreting

At Burris it has been a policy to allow the classroom teacher much responsibility in planning for and administering standardized group tests. All teachers are responsible for interpreting achievement test scores to students and parents. It is the counselor's duty to order test materials, keep a record of specimen sets on file, and to assist teachers with any special problems they may encounter.

Tests were administered by the counselor to those students who were absent at the time the group was tested. The supplementary tests for the research projects also were administered by the counselor.

Home Visits

As a part of the teacher-parent relationship, the Burris elementary faculty holds two conferences with the parents of its students. These conferences were held at the end of each semester and, in addition, the group parent meetings were held at mid-year. Nearly 100 percent of the parents responded to this invitation and consulted with the classroom teachers. The teachers were provided with all available information on each child which was not considered confidential, and the counselor was available to assist with these conferences if the need arose.

This close parent-school contact made the need for home visits minimal.

Teacher Conferences

As the school year progressed, the counselor began to spend more time talking with teachers about the problems of individual students. This should not imply a problem-centered approach, because although concerns were most often discussed, this in no way diminished the emphasis placed on meeting the needs of students with less immediate problems.

During the course of counseling, many informal conferences were held with teachers in an attempt to keep both the counselor and the teacher abreast of any noted behavioral changes in the student.

COUNSELING

Pupils

In developmental counseling the counselor has listened, reflected, informed, questioned, and challenged the students in an attempt to help them attain new insights and new maturity.

They are viewed by the counselor as normal, healthy students who have typical concerns and problems for their ages, and who are seeking personal identity which will somehow aid them in becoming unique individuals.

In problem-centered counseling the counselor has listened and reflected, and he has been supportive and accepting in an effort to create a non-threatening atmosphere in which the students could find better means of meeting their needs.

In problem-centered counseling the counselor must be aware of his own limitations, feelings, and attitudes, and he must be prepared to find adequate sources for referral or consulting services.

Teachers

The counselor tried at all times to be supportive of the teachers' efforts and to encourage them in their attempts to use proper guidance techniques for meeting individual needs.

Throughout the course of extended counseling the counselor consulted with the teachers frequently so that the teachers would be cognizant of the counseling method currently being employed and thereby add reinforcement in the classroom when feasible.

Parents

One of the most significant outcomes of extended parent counseling is the fact that parents are able to express more honest and open feelings and then accept these as emotions with which they can cope. In many cases, working with the child and his teacher would have been futile without the complete involvement of the parents.

Groups

Group counseling was initiated by a presentation made by the counselor in each classroom in grades three through six, after which the students volunteered to participate by written response.

All volunteers were interviewed and then they were assigned randomly to groups of three boys and three girls from each grade level. A letter was sent home to those parents who had children actively involved in this counseling project.

In addition, pre- and post-testing was done on a Self Image Scale and the California Test of Personality. Preliminary results of the Self Image Scale show a tendency for those who scored high on pre-testing to score lower on the post-testing and those who scored low on the pre-testing to score slightly higher on the post-testing.

SUMMATION AND CONCLUSIONS

The counselor will continue to be most active as a counselor for individual students and groups of students. He will continue to serve as a consultant to parents, teachers, and others who are concerned with the problems of children. Research and evaluation will continue to be an important part of the pilot program at Burris.

Certain needs are evident: to develop an organized program of group guidance activities at all grade levels; to assume more leadership and responsibility for providing teachers with an acceptable program of in-service training; and to stress the concept of developmental counseling, because to be most effective, the counselor must communicate this idea.

As pioneers in the field of elementary guidance, we have encountered many anxious moments in trying to implement an effective program. We are looking forward to our second year with anticipation of the challenges it will bring.

Bloomington Metropolitan Schools

Elm Heights School — Mary Weiking, Counselor
Hunter School — Paul Baker, Counselor

PHILOSOPHY

Dedicated to the preservation of the dignity of the individual and each child's rights to acceptance as a human being, elementary counseling was committed to help each pupil obtain the maximum benefit from the instructional program as well as to contribute to his personal development and well-being.

Because of (1) his location within the school; (2) the time he can devote to intensive work with individuals and small groups; (3) the opportunity to create an accepting relationship unencumbered by any other involvement with the students; and (4) a set of counseling understandings and skills, the school counselor was believed to be uniquely able to respond to and work with needs and concerns which arise in the everyday lives of children.

THE COMMUNITY

Bloomington is a growing, changing community about 50 miles south of Indianapolis. Indiana University, which is located there, has had an expanding impact upon most parts of community life.

To a largely Protestant, Caucasian population with small Roman Catholic and Negro minorities, people have come from all religious and racial backgrounds. This intercultural and intellectual enrichment is experienced to a higher degree on the east side of the community near the university campus.

The School System

The Bloomington Metropolitan School District includes the rural area surrounding the community, a total of 72 square miles. Of the 9,579 students enrolled, 3,100 ride buses to schools.

Elm Heights School, near Indiana University, serves a neighborhood ranging from upper lower class to predominantly middle class, as well as a few above average subdivisions outside the city. Parents are alert to school affairs and participate in most school activities. In general, many of the parents and teachers strive toward high academic achievement. This helps to develop pressures felt by many of the pupils.

On the west side of Bloomington, farther removed from the academic community, Hunter School serves a slowly changing neighborhood. Among older long-time residents on limited incomes, many renters have come. Many mothers without husbands are attracted to the neighborhood because of its proximity to their places of employment. Much of the parent leadership comes from housing subdivisions just outside of the city.

Fundamentalist Protestant churches play an important social role among many of the families, while special school activities seem to be attended with more passive-role expectations.

DESCRIPTION OF THE PROGRAM

Prior to the first year of this two-year program, objectives were formulated. Emphasis was placed on the developmental needs of children as well as on their remedial needs.

The Original Objectives

The original objectives were:

1. To help children utilize their potential talents and abilities more effectively in order to increase their ability to profit from the instructional program.
2. To help children come to a better knowledge and understanding of themselves.
3. To help children work toward the development of more adequate self-concepts.
4. To help children meet their developmental tasks and problems.
5. To help children become aware of the decision-making process and the responsibilities involved in making choices and plans.
6. To assist staff members and parents to understand the importance of the individual child and to provide information and consultative assistance aimed at supporting their efforts to understand children.

The Modified Objectives

An additional objective was included for the second year of the program:

7. To coordinate the efforts and resources available for helping individual children.

The Staff

Mary Weiking, who received the Bachelor's Degree in home economics education from Stout State University and the Master's Degree in counseling and guidance from the University of Wisconsin, had 2½ years of junior high home-economics teaching experience prior to attending the 1963-64 NDEA Counseling and Guidance Institute. Her counseling practicum was done in an elementary school. Since coming to Bloomington she has taken 30 hours of additional graduate work.

Paul Baker received his Bachelor's Degree from Michigan State University in elementary education, his Master's Degree in social studies education, and he has done additional graduate work at the University of Michigan and at Indiana University. He has had 13 years of teaching experience at the elementary level.

The Pilot Program in Elementary Guidance in both schools was a team effort, utilizing the services of many specialists to help individual children: the teachers, the counselor, principal, school social worker, school nurse, speech and hearing clinician, school psychometrist, and the psychologists and reading specialists at the University School Clinic complex.

Staff conferences were used when appropriate to coordinate efforts. Referrals were made to community agencies, and in several cases parents were helped to make referrals.

The Facility

Both Elm Heights and Hunter Schools made adequate provision for the counseling offices. At both schools the offices were small, approximately 12 by 15 feet in size. The rooms were light and pleasant, with adequate privacy. A telephone, desk, and filing cabinet were provided in each office. Each room had provision for small groups as well as for individual counseling. Each counselor was provided with a tape recorder and tapes.

Play Media

A variety of play equipment also was provided on request. To facilitate communication with younger children, to put a child at ease, and to give the child an outlet for his feelings, the counselors found play materials such as toy telephones, hand puppets, dolls, art media, etc., to be helpful. Puzzles, clay, books, crayons and paper, and a chalkboard also were used by children in the counseling office.

Not all children were highly verbal but a willingness to function in a non-verbal relationship often led to increased verbalization later.

The Pre-School Planning

Before the first year of this two-year pilot program began, summer planning and investigation of current philosophies, research, and practices in elementary school counseling were done by the two counselors, with Dr. Gerald Krangler and others from Indiana University as consultants. Minor additions and changes were made for the second year.

Meetings were held with the two principals and the superintendent to define goals and role functions of the counselors. The two counselors frequently discussed progress and plans for the program.

Orientation

During the first year many efforts were exerted to inform the community and orient all affected personnel as to the aims and operational procedures of the Pilot Program in Elementary Guidance.

A letter was sent to parents about the program, and each counselor made a formal P.T.A. presentation. Introductory talks were made with both school staffs, supplemented by conferences with groups of teachers and other staff specialists. Visitations and talks were made in each classroom, and new students were counseled in groups or as individuals as they entered the schools.

Aiding in community orientation were newspaper articles and visits to helping and social work agencies. The public relations activities included talks before community service clubs, agencies, organizations, and university classes, and frequent personal contact with community leaders.

Most of the procedures were continued into the second year of the pilot program. Special effort was made to orient new pupils, teachers, and parents to the guidance services available. Several new professional and public relations activities were undertaken by the counselors during the second year.

CUMULATIVE SUMMARY OF COUNSELORS' DAILY LOG

Distribution of Types of Cases

The percentage of cases by problem areas showed 40 percent to be personal and 40 percent to be social. The remaining 20 percent also could have been included in these two large areas, but for greater clarity they were further divided, 12 percent being considered educational and 8 percent family-based.

Originating Referral Sources

During the second year of the pilot program in the two schools, 57 percent of all referrals were made by the students themselves, 25 percent were made by the teachers, 9 percent were made at the counselor's request, 7 percent by the parents, and 2 percent of the referrals were made by the administration or special staff members.

Testing and Interpreting

The types of test sessions conducted by the counselors at Elm Heights and Hunter Schools included large and small group intelligence tests, large and small group achievement tests, and large and small group readiness tests. Testing sessions throughout the school year consumed 3 percent of the counselors' time.

In the second year, parents were more familiar with the guidance program and they initiated more contacts with the counselors. The level of achievement of a child in relation to the junior high program was at times a concern of parents. Frequently the counselors were invited by the teachers to participate in the parent-teacher conferences.

Home Visits

Home visits often provided much insight into the home environment of the child and improved home-school rapport. In several cases, the services of the school social worker were requested by the counselors for work with a family situation while the counselor worked with the child at school.

Teacher Conferences

The counselors were able, through teacher conferences, to relay information about how certain children perceived their environments as well as about children's interests, frustrations, and abilities. The teachers were thus provided with clues for motivation, instruction, and alteration of the climate in the classroom.

Pupil appraisal, use and interpretation of sociometric techniques, and plans for parent or case conferences were discussed by the teachers and counselors. These conferences also were used to schedule appointments with counselees with a minimum of interruptions to classroom-learning activities. Follow-up conferences were held with teachers following interviews with children, not to reveal confidences of children, but to help interpret the needs of children.

COUNSELING

Pupils

The counseling-consulting functions were believed to be the core of the Bloomington pilot program in elementary guidance; therefore, the counselors strove to develop effective counseling relationships with children.

Students perceived the counseling relationship as an outlet for discussing their concerns and interests. An attempt was made to provide a basis for reality testing as the counselees discussed their interests and problems. The counselors tried to make the interviews a learning experience so that counselees learned through verbalizing how to work through concerns, carry through plans, and take responsibility for their own decisions.

A problem check list was used by one of the counselors to analyze the types of problems of upper elementary children. The children could discuss the problems later with the counselor if they wished, and this proved to be an effective way to remind them of the counselor's presence and willingness to listen.

Perhaps one of the greatest benefits children received from the counseling relationship was the feeling, "I am important." Few other adults in the child's life take the time or opportunity to relate to the child in this way—to see the world through his eyes.

Teachers

Teachers in the two buildings seemed more aware of the need to provide for individual differences as a result of counseling. They seemed more concerned about the "why" of behavior instead of just "stamping out" undesirable behavior. Teachers talked more freely with the counselors, knowing that they were neither supervisors nor administrators.

Parents

After the counselors had interviews with the children, they could be of help to parents in understanding the perceptions and needs of their children.

Counselor-parent contacts were made by conferences at school, by telephone, and by home visits. Parents indicated great interest in the program and related their children's enthusiasm for visiting the counselor and their trust in the counselors as adult friends. Parents frequently welcomed the opportunity to discuss their children's needs and problems with someone other than the teacher. Counselors did not detract from the teacher-parent relationship but tried to enhance it.

Group

Small-group counseling has been an increasingly important function of both counselors. Groups of two to six children with similar needs or problems found much the same support and understanding that individuals found in one-to-one counseling. Being a participant in a group often led to students' referring themselves for individual counseling.

Sometimes groups were formed at the request of teachers and counselors as they observed common needs of children. Groups also were formed at the request of the children. For example, eight children who rode to school on the bus were concerned about attitudes and behaviors on the bus. They met weekly for several weeks to discuss the problems and then worked out a skit for presentation to all the children who rode the bus.

Sixth-grade orientation to junior high was accomplished by giving the children an opportunity to meet in small groups to discuss their plans and concerns about junior high. After a visit to the school they would be attending, children returned to discuss their reactions to the visit.

SUMMATION AND CONCLUSIONS

Acceptance of the second year of the Pilot Program in Elementary Guidance by the students has been outstanding. Junior high school counselors report that a much higher percentage of the seventh-grade students from the two pilot schools refer themselves for counseling than of the students from the elementary schools having no pilot programs.

A need for a stronger counselor role in coordinating the testing program was voiced by several teachers. A stronger and more formal in-service training program for teachers in several aspects of guidance is recommended. This could include the implications of good human relations for pupil self-acceptance and learning as well as the use of test results and other data.

After two years of the elementary guidance program at Bloomington, some conclusions can be reached.

First, it was shown that the counselors could work well with teachers and parents in helping to focus on the needs of children.

Second, children were eager for the services of the counselors. Both counselors found that once they understood the role of the counselor, children would readily refer themselves.

Finally, the program has shown that children can and do express their feelings in counseling, and they seem to profit from the counseling relationship. Elementary guidance is believed to have a positive effect on the school environment.

Fayette County School Corporation

Fifth Street Elementary School **Edward Slaybaugh, Counselor**

PHILOSOPHY

The elementary guidance program is based on the premise that each pupil has the right to realize his optimal potential in meeting not only his current needs, but in developing his resources for solving future problems, and in becoming a productive member of society.

The child at the elementary level needs an opportunity to discuss his abilities, interests, achievements, and present functioning. This is considered developmental counseling and is the major concern of this Pilot Program in Elementary Guidance.

Elementary guidance strives to help administrators, teachers, and parents to view each child as having a unique value and to be deserving of respect and accepting attitudes, regardless of the child's particular abilities or behavior.

THE COMMUNITY

Connersville is the county seat of Fayette County and lies halfway between Indianapolis and Cincinnati, about 60 miles from each.

While old in historical significance, it is modern in progressiveness. Typical of this is Connersville's Midwest hospitality and the many opportunities for meaningful religious, social, and recreational life.

The latest census figures indicate a steady growth of population in the city and a relatively stable rural population. Most of the residents are employed in the county.

The School System

The Fifth Street School District lies in the older southeastern section of the city. This is a low-rent area and represents largely a lower socio-economic level than much of the rest of the city.

A number of middle-class homes are located in the area, but for the most part, the children come from disadvantaged homes. There were some third-generation welfare families in the school district.

Fifth Street School was picked for the Pilot Program in Elementary Guidance because it was believed that boys and girls from this area needed the services of a counselor to help them improve their self-images and because the enrollment of 252 was within the state requirements.

DESCRIPTION OF THE PROGRAM

The basic objective of the counselor was to have a developmental program founded on acceptance and mutual trust between the students and the counselor.

The Original Objectives

It was believed important to establish a guidance climate within the school in which the pupil looked to the counselor as a friend and in which the teachers cooperated enthusiastically to help develop the pupil's assets.

One goal was to see every child twice during the school year as a means of developing channels of communication and to avoid an image of problem-centered counseling.

A project important to the pilot program was home visits. These were proposed as an attempt to strengthen rapport between home and school.

The formation of a guidance committee and in-service training for the staff were additions to the original proposal.

The Modified Objectives

For the most part, the original objectives remained constant throughout the school year. The one notable exception was that it was not possible to meet with every child in the school for a second time during the year.

The Staff

Edward Slaybaugh was the elementary counselor at the Fifth Street School. He holds Bachelor's and Master's Degrees, with a certificate in guidance. He has had more than 300 semester hours of university work, including a practicum in counseling with elementary children. He has had a number of years of experience teaching fourth, fifth, and sixth grade students.

The Director of Guidance, Lee M. Lovell, has been actively involved in the Pilot Program in Elementary Guidance. He prepared the original proposal for the pilot program, a job definition, individual pupil interview records, a student behavior tool, and the budget for the elementary guidance program. He also has served as a consultant to the counselor and has given his full support to the pilot program.

The Principal, Mr. Fitzgerald, has shown continued and unwavering support of the program. The school nurse and the speech and hearing therapist have given their unqualified support to the program. A close working relationship has been maintained with all special staff members.

The Facility

The elementary guidance office consisted of a private room and the hallway leading to it. The room was rounded in the terminal as it was situated in the lower part of a tower. The office itself was about 50 feet square and the hallway 15 by 4 feet, which provided complete audio and visual privacy.

Three bulletin boards were available in the guidance office, as well as a literature rack, bookshelves, a tape recorder, and the usual office equipment.

The location of the counseling office on the first floor made it readily accessible to all the pupils as they were entering or leaving the building.

Play Media

Plain white paper, large crayons, and clay were available on the desk for those pupils who wished to make a picture or clay figure during the counseling session. Some of the shy and withdrawn children gained security from a doll or animal which they could hold. Toy telephones were added to the office for those who might talk on a phone but would not be verbal otherwise.

There were no aggression toys, but clay was used sometimes by the pupil in lieu of such toys, and occasionally a child would punish a doll or animal toy.

Pictures made by the pupils were displayed on a large bulletin board in the office until such time as new pictures crowded out the old. Most of the pictures were made by the primary pupils, few by the intermediate pupils.

The Pre-School Planning

The Fifth Street School was not accepted for participation in the Pilot Program in Elementary Guidance until a month after the start of school; therefore, there was no official pre-planning.

The administration and staff had been actively involved during the preceding year in trying to obtain such a program, and much groundwork had been laid at that time.

Orientation

In addition to a news release published in the local papers, a letter "From the Desk of the Counselor" was sent to all school patrons. At two P.T.O. meetings the counselor made presentations; at the first one, to introduce himself and to explain the program; and at the second, to make a progress report of the pilot program at the Fifth Street School.

The counselor also gave a talk before the Future Teachers of America concerning his work as an elementary counselor.

Each classroom was visited by the counselor the second day after the start of the program. He introduced himself, and then he entertained the students with a fanciful story illustrated with paper cuttings. Appointments were made at that time, and the program was under way.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

Individual counseling showed 35 percent dealt with cases involving health and emotional difficulties; 32 percent dealt with those who were aggressively maladjusted; 25 percent dealt with academic problems, both under- and over-achievers; and poor attendance records accounted for an additional 8 percent of the cases.

Get-acquainted meetings, coupled with some personal-social counseling, were held in an additional 508 cases.

Originating Referral Sources

By far the largest number of pupils at the Fifth Street School were seen as self-referrals. Of the total number of cases throughout the school year, 85 percent were self-referrals; the remaining 15 percent were referred by the teachers, the parents, or the administrators.

The third grade, with 93 percent, had the highest number of self-referrals; the lowest was the first grade from which 68 percent were self-referrals. This was a reflection of the fact that a greater percentage of the pupils were teacher-referred from the first two grades than from the other grades. The nature of the primary program was more likely to indicate pupils who were not adjusting well to the schoolroom activities or to the peer groups.

Testing and Interpreting

Individual abilities tests were administered to 14 pupils; in 12 cases, the Stanford-Binet was used; in the other two cases, the Otis Quick-Score provided satisfactory information.

It was not believed that it was the counselor's role to administer the group tests in this Pilot Program in Elementary Guidance; however, group achievement batteries have been given at the school each year, and the results were available to the counselor. During the get-acquainted meetings, the child was asked if he were interested in knowing how he performed on his achievement tests, and an interpretation then was done if the child so desired.

Home Visits

Home visitations were considered a must by the school superintendent. Early in December, therefore, a letter was sent to all patrons explaining the program and asking them to indicate a time when it would be convenient for the counselor to call. About 40 percent of the school families replied and were visited.

The counselor asked each teacher to complete a sheet entitled "Working With Parents" for each student in his room. At the time of the home visitation, the counselor then had some information concerning the different children in the home, and he could be of greater assistance to the family.

The home visits generally lasted for about an hour, and they were a means of becoming better acquainted with the parents, learning more about the children, and sharing information from school and home. The counselor often left a booklet from NEA on **Discipline** and a duplicated seven-page report, "What Makes a Child Naughty." A number of parents have shown their appreciation for them.

Teacher Conferences

When a child was referred by a teacher, the counselor would inquire of the teacher the reasons for the referral, and he would encourage the teacher to give information which would be helpful in the counseling session. Whenever the counselor found ways of helping the pupil or had suggestions for working with the pupil, he would see the teacher and discuss it with him. Although these conferences often were informal, the interchange of knowledge about the pupils always was rewarding.

The problem of available time is of prime concern. The school staff members had many demands made on their time, both during and after school; therefore, the counselor tried to be readily accessible during the day, and the last one to leave the school in the evening.

COUNSELING

Pupils

Pupils were seen on an individual counseling basis, and all sessions were taped. Pupils were made aware of the tape recorder, and each one had an opportunity to hear his voice on the recorder before leaving the counseling office on his first visit.

After the initial visit, the special concerns or interests of the pupil were reviewed in subsequent sessions. These special concerns or interests covered a vast range, with particular emphasis on his feelings toward family, friends, classmates, and school work. Each of these was explored in a non-evaluative, permissive manner.

Social relationships often were brought into focus and explored when a child was unhappy or having concerns in relating well with others. Sometimes another child or a teacher could help, but usually the child was desirous of working out his own problems.

To supplement the play media, the Dolch Word Cards, a Problem Check List, a self-rating device, or a game using fractions sometimes was used. Suggestions were made concerning methods of learning if this was the child's concern.

Teachers

Although it is believed that the pupil was the main concern of the elementary counselor, the teacher was recognized as playing a major role in the counseling process. It was through her understanding, ability, and concern that the pupil was given ample opportunities to grow and develop according to his abilities and motivation.

The counselor tried to operate within the realm of confidentiality and to impress the teacher that once a counselor breaks the confidence of a pupil, he often will lose his influence with him.

It was in these major areas that the counselor attempted to counsel with the teachers and to serve as a liaison between the pupil and the teacher.

Parent

For the most part, parent counseling was done during visits to the home, with some attempt made to convey information to the parents concerning the child's development and progress. As an outgrowth of this, parents often supplied information which proved helpful to the counselor in understanding the pupil better.

The insight which parents gained from these visits sometimes altered their methods of discipline, which in turn brought about changes in the manifest behavior of their children. Some parents were amazed by the improvements and have continued to use the less ego-shattering methods of discipline.

The counselor is hopeful that another year will bring even greater changes in the methods of discipline used in many of the disadvantaged homes represented at the Fifth Street School.

Groups

The only group counseling done in this Pilot Program in Elementary Guidance was incidental in nature.

Most of the groups counseled were comprised of pupils who came to the counselor because they had enountered social problems. These problems were of the type common to most elementary schools, and they generally involved peer relationships in some manner and usually required a single counseling session.

SUMMATION AND CONCLUSIONS

Home visits again will be an important part of the Fifth Street School elementary guidance program. The Guidance Committee will remain a part of the program; the second year should find it even more effective. Individual counseling will continue to be the primary function of the elementary counselor with the goal again to see every pupil.

New objectives for next year include initiating a student council, forming parent study groups, expanding the group counseling with pupils, providing leadership for in-service training for the teachers, more test results and interpretations, and a more extensive research program in the area of sociometrics.

Teachers have been most cooperative, and the administration has lent its support. This trend should continue and become stronger. Certainly most of the pupils have approved and benefited from the extra time that an adult could spend listening and talking to them.

Continued support is envisioned and it is hoped that the Pilot Program in Elementary Guidance will be expanded to other schools in our system as well as throughout the state.

Garrett-Keyser-Butler School Corporation

J. E. Ober Elementary School
Maryann McCormick, Counselor
Edwin Neil Voirol, Counselor

PHILOSOPHY

The general philosophy rested on the personal worth and rights of each of our children and the value of our program in aiding the optimal development of each pupil so that he might become a happy, efficient, and responsible person. Elementary guidance must attempt to prevent maladjustment by being constructively preventive and developmental for all pupils. The scope of the program, however, includes therapeutic and remedial help for those with a need for these services.

This pilot program was designed to help the school provide the best possible environment for the pupil, to help the pupil develop self-understanding and self-acceptance in order to minimize conflict in adjusting to that environment, and to help the child develop values acceptable to himself and to society.

THE COMMUNITY

The J. E. Ober School is located in Garrett, a town of 4,345 population, in the northeast corner of Indiana. Although manufacturing is growing, Garrett still remains a railroad town. It is a center for the Baltimore and Ohio Railroad, although employment demands are greatly reduced.

It is a semi-rural community, and many of its residents have farmed in the area for several generations. The newer residents are predominantly from a rural southern background, and a growing number are of a low socio-economic level. Housing frequently is inadequate, and they often are not accepted in the social life of the community.

The School System

The J. E. Ober School is an attractive, rambling school built in 1956. The classrooms are large and bright, with one wall consisting of glass.

Most of the staff of the Ober School has been teaching there since Ober was built, and many had taught in the building that preceded it. These teachers are mostly from Garrett and the surrounding rural area. They are teaching children and grandchildren of former pupils.

Another element recently introduced into the school community was a group of new and younger teachers, mostly removed from the community, who drove from the surrounding towns of Fort Wayne, Auburn, and Angola. These teachers were unfamiliar with the backgrounds of any of their students, and until the Pilot Program in Elementary Guidance was begun, they had relied mainly on word of mouth information to acquaint them with a particular child.

The enrollment of 984 students encompassed both the long-time and the new residents being taught by both long-time and new teachers. Assimilation of these newer elements has been difficult at times for the school community and school administration.

DESCRIPTION OF THE PROGRAM

As the program was begun, an attempt was made to set the objectives largely to that situation which caused the administration to seek help from guidance sources.

The Original Objectives

1. To institute a plan to sensitize teachers to the needs of children for affection, security, a feeling of self-worth, and an opportunity to succeed at his own level; and to help teachers to know and to use techniques in the classroom which would enable them to recognize and meet each child's needs.
2. To begin a program of counseling services for all children from kindergarten to grade six, recognizing that the program was to be developmental and preventive; not merely a service accorded to the maladjusted, but a service needed by every child.
3. To develop a program of group guidance designed to insure each child's receiving help in areas in which group work might rightfully be expected to provide information, develop attitudes, and give opportunity for self-understanding.
4. To develop a testing program which might better utilize individual and group tests which have well established reliability and validity and meet the needs of the program.
5. To prepare resource materials to be used by all participating in the program, including the development of a teacher library containing current professional material on child development, behavior, and guidance.
6. To develop an in-service training program which would provide continued training in all phases of an effective developmental guidance program.
7. To locate referral centers which might make clinical services available to children whose behavior indicated the need for specialized help.
8. To transmit principles of mental hygiene to the home environment of each child through a sound and broadly functioning program of parent education, including group meetings, school conferences, and home visits.
9. To evaluate realistically the guidance program at regular intervals.

The Modified Objectives

As the year progressed it became obvious that some objectives would need to be modified. The in-service training for teachers and the parent discussions were the two most notable modifications which grew out of a lack of time on the part of the guidance staff and the reluctance of many of the teaching staff to accept too many changes in the first year of the pilot program.

The Staff

The elementary guidance staff consisted of two counselors, Mrs. Maryann McCormick and Mr. Edwin Neil Voirol. They were directly responsible to Mr. Ralph Manrow, Principal, and Mr. Charles Puff, Superintendent. The cooperation afforded by the administration could best be described as 100 percent.

Mrs. McCormick received her Bachelor's Degree from Ohio State University, with a major in education and a minor in sociology. Her Master's Degree in education with a major in guidance was granted by the University of Toledo. Mrs. McCormick did her student teaching in kindergarten and had had six years of teaching experience with first-through fifth-grade students.

Mr. Edwin Neil Voirol was counselor for grades four, five, and six. His undergraduate work was completed at Ball State University where he received a Bachelor's Degree in commercial studies and physical education. His graduate work was done at St. Francis College where he completed requirements for a Master's Degree. Mr. Voirol had had more than 10 years of teaching experience in the fields of elementary physical education and secondary commercial studies. In addition, he had served two years with the Peace Corps.

Other professional staff members involved in the program were the school nurse, the special reading teacher, the school librarian, and the attendance officer.

The Facility

When the school year began, private offices were not available; but by the first of October a large lounge had been converted to a waiting room and two private offices, each about 8 by 10 feet in size. There was complete visual privacy, although complete audio privacy was not possible.

The offices contained the counselor's desk, bookcase, and file cabinet. One corner of the office was given to comfortable lounge chairs and tables for an informal conversation center. Most counseling was done here.

Play Media

Various toys were displayed about the guidance office. A doll house with a flexible rubber family occupied one table. Next to the conversation center were five rubber puppets representing, once again, a family unit. From the ceiling in one corner, a mobile was hung displaying a collection of play hats and wigs for those children who chose to change character. Other toys including clay, art supplies, puzzels, guns, and trucks were available about the office.

Children were free to use these toys at any time to help express themselves and explore their feelings. An attempt was made not to use the play media as a diagnostic tool but as a means of self-expression.

The Pre-School Planning

A guidance committee composed of three parents, three teachers, two counselors, the involved professional staff, and the school administrators was organized, and the pre-planning was begun with the help of this group.

The fact that the facilities were not ready and that only one counselor had been found at this time somewhat restricted the pre-planning session.

Orientation

A series of articles appeared in the local newspapers announcing the selection of Ober School as a pilot school in elementary guidance and on the selection of the counselors.

Parent orientation was handled through talks at P.T.A. meetings and pamphlets sent home with the children.

The staff was introduced to the program during the first days of teachers' meetings preceding the opening of school. Types of children needing referral were discussed along with causes for behavior symptoms.

During the first two weeks of school, the counselors visited each classroom and presented a talk on what a counselor is and what he does. Children were requested to visit the guidance office on their own or at the suggestion of their teacher.

Both counselors made themselves available to local organizations and service sororities, and on many occasions they spoke at evening meetings in the community concerning the objectives of the pilot program.

CUMULATIVE SUMMARY OF COUNSELORS' DAILY LOG

As the year was reviewed and the monthly logs were examined, it was interesting to note some worthwhile statistics.

Distribution of Types of Cases

By breaking individual counseling into two areas, it is shown that educational-occupational problems accounted for 53 percent of the total cases. Personal-social concerns accounted for the other 47 percent of the individual counseling cases. It was very difficult to separate the natures of the counseling sessions. It was interesting to note that if the child was asked to classify his need, it usually became an educational one even if the matter at hand was strictly personal.

Originating Referral Sources

The three referral sources were nearly equally divided, with teachers referring 32 percent; parents, 35 percent; and students making self-referrals, 33 percent. A study of the monthly log, however, shows that at the inception of the pilot program the teachers were directly responsible for most referrals. As the educational program grew and parents became aware of the availability of professional help, parent referrals increased. With the passage of time the children began to request help, and finally the greatest number of referrals became self-referrals.

Testing and Interpreting

Testing was an important part of the Pilot Program in Elementary Guidance, and throughout the school year the guidance services were responsible for the testing program. Achievement testing was carried out by the classroom teachers with the supervision of the counselors. All other testing was done by the counselors.

The testing program was examined closely by the teachers in several sessions with the counselors. Instruction was given on how to look at test scores, uses to be made of the results, and the importance of a testing program.

Home Visits

The area of home visits became a very important part of the guidance service as the year progressed, and 196 visits were made by the counselors. Almost one-half of the school families did not have telephones, and they often tended to ignore a letter requesting a conference which would necessitate a home call.

Home visits usually were scheduled in the afternoon, giving the counselor time for a conference with the parent, and then an opportunity to remain to see the role of the child when he returned from school. A better understanding of the child usually resulted from such visits. On each home call an attempt was made to learn something of the composition of the family and the adequacy of the child's home life.

Following each home visit a conference was held with the child's teacher to familiarize her with the situation within which the child existed.

Teacher Conferences

When the pilot program began, most teacher conferences were counselor-initiated, but as the school year progressed and the program won approval, teachers increasingly requested counselor help.

In the counselor-teacher conference the knowledge that both had gained about the child was pooled. The child was studied again in this new light, and specific recommendations were made.

The teacher-parent-counselor conference also was most helpful in evaluating a child and making recommendations. Teachers reported that they felt much more sure of themselves and more confident because of the counselors' help in parent conferences.

COUNSELING

Pupils

The counseling of pupils became the major function of the pilot program as the year progressed. The one-to-one relationship of the individual conferences was especially satisfying.

The office, with its pictures, toys, and books, offered a restful, relaxing situation in which the child seemed better able to handle his tensions, face his own and his peers' concept of himself, and learn to live with himself and his family.

The play media were most useful with the uncommunicative or hostile child, but no matter what process was employed, several basic beliefs and principles were involved in each interview.

Each child was met with a genuine, sincere interest and an accepting and understanding manner. The child was helped to feel secure and safe with confidentiality assured. The interview was usually 30 minutes in length, and the child received the undivided attention of the counselor.

Teachers

It was believed that through work with teachers the counselors were able to effect a more accepting and understanding atmosphere in the classrooms. Teachers began to search for the why behind behavior or learning problems rather than attacking the child for the deviation.

The teachers were encouraged to follow up the counselors' conferences by planning activities that would contribute to the child's growth, by creating the kind of environment which the child needed, or by providing opportunities for success experiences which might be important to his adjustment.

Parents

The counseling with parents was a two-way street. The parents learned what the pilot program and the school were attempting to accomplish, what was expected of the child, and what kind of an environment was provided for the pupil population. The parent was helped to give an honest appraisal of the child's work and to assist him toward constructive and creative use of time and materials. It was hoped that the parent also gained insight into the meaning of child behavior, including an understanding of the interaction in group living and the reasons for the child's successes and failures.

The counselor gained information about the child's family background, interests, recreation, and vocations. He also was able to learn the standards of living and cultural patterns in which the child lived. An understanding of the parents' philosophy of rearing children and their methods of discipline, direction, or control usually was gained from work with parents.

Groups

Through trying various methods, it was found that small groups of intermediate children often benefited from talking together in the counselor's office. They were able to discuss their school experiences, help each other recognize strengths and weaknesses, and decide ways to improve their strengths and weaknesses. Group sessions appeared to be most effective with some under-achievers.

With primary children, group activities such as role playing and socio-dramas were most effective with children needing help with peer relationships.

SUMMATION AND CONCLUSIONS

It is hoped that through an extra program of in-service training during the next school year, we might help our teachers to understand more truly that all children have needs of one kind or another. A good learning situation depends largely upon satisfactory interpersonal relationships.

A program of parent study groups should be started this fall. The opportunity for parents to share their concerns and fears with each other in a healthy, constructive atmosphere is a valuable one. Problems that are common can be analyzed by the group. Their difficulties and frustrations do not seem nearly as serious when they find that others have similar worries.

Individual counseling has been the truly satisfying part of this Pilot Program in Elementary Guidance. In the coming year this is viewed as the area for expansion. It is hoped that 50 percent of the time can be given to such counseling with children, with the majority of the referrals being self-referrals.

With such great progress having been made during the first year of the pilot program, we look forward with anticipation to the progress awaiting us in another school year.

Hamilton Township Schools

Royerton Elementary School **Marilyn Cauble, Counselor**

PHILOSOPHY

The goal of the Royerton Guidance Services is maximum growth for each individual. Implementation of this growth is dependent upon the suppositions that each individual contacted by the guidance service is unique and has something to contribute and to receive from the guidance service; this contribution is vital, regardless of the direction from which it comes; acceptance of these vital contributions from all students will lead to greater self-acceptance, a broadening of the perceptual field, and a gradual lessening of the need for the guidance service by each; and as the social atmosphere improves, the guidance service will move more toward the adjustive and facilitative and include less of the remedial services.

THE COMMUNITY

Royerton is located five miles from the city of Muncie in what is considered a rural-urban community of approximately 5,000 population.

The community originally was composed of farm families. Over the years the farms have been subdivided, allowing new and largely younger families to enter the community. During the last five years this change in composition of the community has been accelerated.

The School System

This pilot school is typical of many in the State of Indiana, where the fast-developing suburbs are changing the complexion of the school population. In many areas the schools have been annexed by the larger city school systems, completely changing the organization and administration of the schools. Royerton, however, has been far enough removed from the city to retain its independent organization while the community continued to change.

There were approximately 500 students in grades one through six. These students came from nearly all social and economic groups and largely from one ethnic group. Because of the many suburbs, the largest portion of the school population would be considered upper middle class.

DESCRIPTION OF THE PROGRAM

The Original Objectives

1. To evaluate teachers' attitudes toward elementary counseling before and after one year.
2. To evaluate parent attitude toward elementary guidance program before and after, covered by questionnaire.
3. To start a long-term research program on high school drop-outs before and after the elementary guidance was inserted.

4. To evaluate the results of elementary guidance as shown by achievement tests before and after the program's first year, both in a control school and in a school in which a program was being administered.
5. To acquire from Ball State University psychiatric consultants for the program.
6. To use a new personality test for elementary students on an experimental basis under the direction of Ball State University.
7. To establish a complete in-service training program for all elementary teachers.
8. To counsel with parents of students in grades one through six.
9. To make a study of social-emotional problem children, correlating these children against their starting age in school and age at the different grade levels, as compared to those of the nondeviant group.
10. To provide for all elementary students guidance services with the major emphasis on individual counseling.

The Modified Objectives

The propositions proved to be too large in scope for proper attention to be given to each during the initial year of the pilot program. The primary modification was in the area of personality testing which was deleted from the program.

The Staff

Mrs. Marilyn Cauble, who holds a Bachelor's Degree in elementary education and a Master's Degree in guidance from Ball State University, was the elementary counselor. Mrs. Cauble has a guidance certificate and a life license in upper and lower elementary education. She had had five years of experience teaching elementary students prior to her participation in this pilot program.

The Director of Guidance at Royerton, Mr. Fred F. Glancy, Jr., directed and served as a part-time counselor in the pilot program. He received his Bachelor's Degree in agriculture and his Master's Degree in administration from Purdue University. Mr. Glancy is licensed in science, vocational agriculture, and administration, and he holds a guidance certificate. He had had 23 years of previous secondary teaching experience and 10 years of experience in the field of guidance.

The principal, Mr. John S. Stebbins, and all of the administrative staff were most active in providing support and direction for the pilot program.

A close working arrangement was maintained with the special school personnel. Several staff conferences were held with these staff members concerning individual problems.

The Facility

Elementary guidance was housed in the guidance office with the Director of Guidance and the high school counselor. The total room size was approximately 24 by 10 feet. Within this area were three desks, seven 4-drawer files, and the intercom. In addition, two counseling booths, each about 6 by 4 feet, were provided at one end of the guidance office. They were equipped with exhaust fans, and each had a small window, which provided the audio and visual privacy required.

The guidance office was located across from the business office (where the children buy their lunch tickets), the assistant principal's office, and the health services. This location of the guidance office made it possible for the elementary children to step in and visit for a moment or to make an appointment.

Play Media

The play media requested were provided for the pilot program; i.e., the doll family, drawing material, play telephone, and small toy animals. The play materials were successfully used at all grade levels. There was a slight tendency for the intermediate grade students to rely more on the drawing material than on the other types of play media; however, it depended upon the urgency of the problem and the maturity of the student.

The Pre-School Planning

The pre-school planning this year consisted of waiting for the new furniture and aiding in setting up the office arrangement to accommodate three instead of two persons. Several elementary staff members were in the office at some time during this period and acquaintances were made.

Scattergrams also were prepared for the elementary staff, using grade-point averages of the previous year, and an abilities test done either in the first or the fourth grade.

Orientation

In the first issue of the school newspaper, which is given to each student at Royerton, the lead story was on elementary guidance. It explained the philosophy, the program, and the methods for achieving the stated goals. In addition, the elementary counselor and the director of guidance, who also worked in the elementary program, were present at the first P. T. O. meeting where the personnel and the program were introduced and explained.

During the pre-school program, staff meetings were held at which detailed explanation of the proposed program was given. This initial presentation was made to the entire elementary and secondary staffs so that any staff member being contacted about the program would have a basic understanding of the philosophy inherent in the elementary guidance program.

Pupil orientation was completed through a series of group activities conducted in each classroom during the first two to three weeks of the school year In addition, room visits were made to the guidance office, as part of the primary program, so that the children could see the facilities.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

The distribution of cases indicated that the major three areas had been given about equal stress. Of the total cases, 32 percent were corrective in nature; 30 percent were preventive; and 38 percent were developmental.

Originating Referral Sources

A look at the total picture of the elementary counselor's cases shows that 30 percent were teacher referrals, 10 percent were parent referrals, 15 percent were self referrals, 3 percent were administrative referrals, and 42 percent were counselor-initiated. The counselor-initiated contacts were largely facilitating in nature.

Testing and Interpreting

Reading-readiness tests were administered by the counselor and the director of guidance to all first-grade rooms. Achievement tests were administerd to all grades. The general directions were given by the guidance staff while each teacher monitored his classroom. Abilities tests were administered to the fourth grade by the counselor during the second semester. All special testing was done by the guidance staff except for those students who were referred to an outside agency. Letters were included with report cards explaining these tests and inviting the parents to make appointments for individual interpretations.

Group test interpretation was done for the first-grade parents by the guidance staff. As the year progressed, many parents contacted the counselor for individual test interpretations, and several teachers requested the counselor to join them in parent conferences.

Home Visits

Parent contacts were made in the guidance office in most instances; however, parent nights, room meetings, pre-school clinics, and other similar activities have provided additional opportunities for parent contacts. Home visits, in general, were made by the classroom teacher, while the elementary counselor conducted group guidance sessions to relieve the teacher so that these visits could be made.

Teacher Conferences

During the early stages of establishing elementary guidance, an informal conference was held with each teacher immediately following counseling. As rapport was established, the need for an immediate report lessened, but a constant contact was maintained so that the teacher and the counselor could keep each other informed of any manifest behavior changes in counseling or the classroom.

COUNSELING

Pupils

The counseling situation was carefully structured to each student during the first session, regardless of the grade level. The helps provided were outlined, the only difference being that of vocabulary. This allowed counseling to progress to the more personal or involved without fear on the part of the pupil.

In the non-threatening counseling climate the student was able to view himself as the person he presented to the world, the person he was, and the person he wanted to be. Reflection and role-playing were found to be the most effective techniques to facilitate this insight.

Role-playing appeared to come easier to the primary students, but short attention spans rather than inhibition may have been the causative factor for the many roles assumed during a counseling session.

In practically all instances, at the close of the counseling session after the summary, each client was asked if he wished to make another appointment. This procedure was followed even when counseling was being terminated so that an appointment, set some time off, still provided some sense of security.

Teachers

A general pattern of weekly consultations with each teacher, concerning all their students involved in extended counseling, gradually was established. These conferences never became rigid; when a new student was referred or a change was apparent in the counseling sessions of those previously referred, consulting was done immediately.

This continual interchange of knowledge concerning the student produced greater insight into concerns of children on the part of both the teacher and the counselor.

Parents

The type of problem most common with parents was some form of ego involvement because of the child's academic or social inadequacies. This also appeared to be one of the most difficult to work with. There was need for counseling over a period of time, yet the parent would want to withdraw from the threatening situation and then would appear to be drawn back in a week or two, whether an appointment had been made or not.

In the parent cases that were carried to termination, the reaction of parent, child, and teacher has been gratifying to the counselor.

Groups

Because elementary guidance was new to Royerton, all of the students also new to Royerton were invited to the office in groups of five or six. The elementary guidance services were explained, and the elementary counselor and these new students learned about the building together. These new students later served as hosts for other groups of students as they learned about the elementary guidance services.

Because group counseling requires special consideration from the counselor, formation of groups was delayed until the elementary guidance program itself was established.

Regardless of the purpose of the group, the counselor's prime concern was to fit the student into the group best suited to his needs and where his contributions could be used best by the group.

As the various membership roles were assumed or assigned by the group, tensions lessened and a movement from intellectual to emotional to action began to be evident. Perception, role-playing, and catharsis in a non-threatening atmosphere were the dynamics of group action.

SUMMATION AND CONCLUSIONS

A comprehensive program covering some developmental stages, the world of work, and inter- and intra-personal relations, needs to be developed for use with the middle classes. There is a need for more in-service education programs for the elementary teachers and for more individual contacts with parents. The major goal, however, will be more counselor time available for individual counseling.

The undercurrent of feeling that runs through the school, its staff, its administration, its students, and its patrons, indicates that elementary guidance has been a moving force. Empirical evidence from all these sources gives cause for optimism concerning elementary guidance in general and for the Pilot Program in Elementary Guidance at Royerton in particular.

Indiana State University

The Laboratory School Ann Williams, Counselor

PHILOSOPHY

For several years there has been concern at the Laboratory School for those students who did not perform at the level of their abilities. Negative attitudes seemed to be at the core of this underachievement.

Primary teachers in the school often have identified young children in their classrooms as potential school drop-outs and juvenile delinquents. It was hoped, therefore, that an elementary guidance program would offer some preventive measures to help these children.

Basic to the development of a healthy sef-concept is self-understanding. We believe the elementary guidance program must implement a child's search for self.

THE COMMUNITY

The Laboratory School serves a low socio-economic district in Terre Haute. About 25 percent of the elementary school children live outside the attendance district. They may live any place in Vigo County. Many of the students who apply for admission are from the middle and high socio-economic level.

The School System

The school enrolls students from nursery school through grade 12. The enrollment for kindergarten through grade 6 is 360. There are two special education classes: 9 children are in the classroom for the mentally retarded, and 11 children are in the classroom for the physically handicapped. In addition, the Laboratory School provides a learning laboratory for Indiana State University students who are preparing to teach.

DESCRIPTION OF THE PROGRAM

The Original Objectives

A portion of the elementary counselor's time was to be devoted to all students from kindergarten through grade 6, in an attempt to help each child develop a healthy self-concept.

An experimental project was designed to study the effects of intensive group counseling with children who were identified as maladjusted to school.

The Pilot Program in Elementary Guidance was intended to help children, parents, and faculty through (a) compiling, analyzing, and utilizing information about students; (b) coordination of the efforts of school, home, and other institutions touching childrens' lives; (c) consultation with and utilization of specialists as they were needed; and (d) concentration of attention on an individual child to a greater degree than is possible in a classroom situation.

The Modified Objectives

It was not necessary to deviate from the objectives as conceived in the original proposal.

The Staff

Mrs. Ann Williams served as counselor for the pilot program at Indiana State University Laboratory School where she had previously taught for three years.

Mrs. Williams received her Bachelor's Degree in elementary education from Indiana University and her Master's Degree in the same field from Butler University. She has completed her sixth year in elementary education at Indiana State University where she is a doctoral student. She was licensed in guidance in 1962 and has had 10 years of teaching experience at the elementary level.

Additional professional personnel working with the pilot program were Dr. Frank Jerse, Professor of Education and Psychology, who was co-author of the Laboratory School proposal; Dr. Daniel Norton, Associate Professor of Education, who did the statistical analysis of the experimental project; and Dr. Carl Zucker, Clinical Psychologist, who served as consultant.

The Facility

The elementary guidance office was located on the first floor of the Laboratory School. This made it easily accessible to most elementary classrooms and to the central office.

Originally constructed as an office, it was adequate for the elementary guidance program. The room was 9 by 18 feet in size. It was well lighted and ventilated, and it provided complete audio and visual privacy.

Play Media

Play media included dolls, puppets, games, books, dishes, other toys, clay, blocks, and art supplies which were furnished by the school and were used in counseling both individuals and groups.

The Pre-School Planning

Dr. Harley Lautenschlager, Principal of the school, and Dr. Frank Jerse, Professor of Education and Psychology, began work on the pre-planning in the spring of 1965. The counselor began her work in August of 1965, two weeks before the opening of school.

During this time the basic phases of the program to be folllowed were outlined.

Orientation

A program for parents was conducted during American Education Week to explain "new things" in our school. The presentation on elementary guidance was made by the counselor. The first parent bulletin in October covered the Pilot Program in Elementary Guidance, and a feature article on the program was carried in a Terre Haute newspaper in November.

The elementary guidance program was explained by the school principal to the entire faculty in the spring before it began and again the following fall. The program was outlined further by the counselor to the elementary faculty during the first week of school.

Because Mrs. Williams had been teaching at the school and was well known by most of the pupils, no formal orientation was needed. She, however, did visit classrooms during the early weeks of school where she explained the guidance program.

Public relations activities included talks to P.T.A. groups, meetings with teachers from other schools, and presentations before church groups. A result of these meetings has been a project for disadvantaged youth with which the counselor is still active.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

Group counseling was done with children who were maladjusted to school as exemplified by (a) a negative attitude toward school, (b) under-achievement based on their potential, (c) undesirable behavior patterns, and (d) poor attendance records.

Of the individual counseling cases, 36 percent were emotional problems, 46 percent were behavior problems, and 18 percent were achievement problems.

Originating Referral Sources

Most students participating in the elementary guidance program during the year were referred by the teachers; however, 18 percent of those involved in individual counseling were referred by the parents.

The counselor was in her office from 8:00 a.m. to 8:30 a.m. to visit with the children who came in.

Testing and Interpreting

Testing was done with individuals and with small groups of students. This special testing was done for students who did not respond well in a group situation, for placement, for the experimental project, for split grades, and for make-up purposes.

In addition to administering these special tests, scoring and recording of the results sometimes were done by the counselor.

Home Visits

In most situations, a letter was sent to the parents requesting a conference appointment. Parents indicated whether they preferred to come to the school or to have the counselor make a home visit. About one-third of the parents responded that a home visit was more convenient for them.

In other cases, a home visit was made by the counselor without previous arrangement. Emergency circumstances sometimes made this necessary.

Teacher Conferences

The elementary school faculty met each week. Major topics discussed in these meetings were methods for grouping of children for more effective learning situations, ways of improving the system of reporting pupil progress, and how to adapt instructional materials to the various levels of ability, interest, and achievement present in each classroom. The counselor has participated in these meetings as one member of the instructional team. She also attempted to keep the entire faculty informed about the program through periodic distribution of newsletters.

COUNSELING

Pupils

An intensive individual counseling program was undertaken. Some students were counseled for one session because of minor difficulties. Most of the individual cases, however, needed extended counseling because of the seriousness of the problems.

When possible the student was placed in group counseling. When the school was unable to handle the problem, the student and his parents were referred to the Shrine Hospital, the University clinical psychologist, the Family Guidance Clinic, or other service agencies in the community.

Teachers

The Director of Elementary Guidance was responsible to the administration of the Laboratory School for planning, executing, and evaluating the guidance program.

Each week the administrative staff and the guidance personnel of both the secondary and elementary levels met to discuss progress, problems, and plans for the pilot program in elementary guidance.

The teachers and counselor shared information needed to understand individual children. Typical topics for discussion were problems involving classroom behavior, lack of a child's progress in school work, and home conditions of children.

The daily log of the counselor reveals that an average of two to three consultations were held daily with teachers. The time spent in these sessions varied from 10 to 30 minutes, and for the most part the consultations were of an informal nature.

Parents

Group parent meetings were not well attended during the year. It was necessary to contact most of the parents on an individual basis.

Conferences with parents were arranged in several different ways. Letters to the home requesting a counseling appointment generally resulted in an appointment at school; in the remainder of the cases, home visits were made.

In some instances parents came to the school to meet with the counselor without an appointment. If at all possible, the counselor conferred with the parents any time they came.

Groups

Group counseling was used as an experimental project at the Laboratory School to study the effects of intensive group counseling with children who were maladjusted to school.

Group counseling is not a substitute for individual counseling. It does provide for the child certain experiences which are not possible in individual counseling.

The child has an opportunity to improve his interpersonal relationships. Within this small group, the child may explore, develop, and test his social skills.

The child who feels alone or different soon discovers that other children have similar or more severe problems, and in hearing other children discuss their problems he loses some of his resistance to facing his own.

Consequently, the child may gain new insights about himself and see his difficulties in a different perspective. More effective behavior may result as an outgrowth of these new perceptions about himself.

SUMMATION AND CONCLUSIONS

"Elementary Guidance: Our First Year's Progress" was the theme of an elementary guidance conference held at Indiana State University Laboratory School in April 1966. It also is the title of a booklet prepared by the Laboratory School for elementary schools in the State of Indiana and for other laboratory schools in the Midwest.

The Pilot Program in Elementary Guidance will continue individual counseling and expanded group counseling for a second year. An experimental design will be planned in terms of observable needs of children and the results of the first year's study.

In addition, the Laboratory School has employed for the second year of the program a full-time school psychologist. He will serve as Director of Guidance and Counseling Services in the Laboratory School. His training and experiences in working with underprivileged and disturbed children should give added depth to the program.

Indiana University

University Elementary School **Frank Biasco, Counselor**

PHILOSOPHY

The philosophy of our elementary school counseling and guidance program is that counseling, like education, is good for everyone. We believe that through counseling a child can receive assistance with the usual experiences of growing up.

Furthermore, with the knowledge, training, and experience that a counselor brings to the school situation, we believe that he is the best equipped person to offer assistance with "problem children."

It is necessary, then, for the program to be both developmental and problem-centered to encompass the needs manifested by all children in the elementary school.

THE COMMUNITY

Bloomington is in the southern part of the State of Indiana where all four seasons are evident but where the weather is otherwise described as reasonably mild.

It is a Midwestern community of about 33,000 and could be considered typical. The social classes covered the entire range from lower-lower to upper-upper, with a predominance in the upper-lower to upper-middle, especially outside the sphere of the University.

The School System

The student population of 360 was predominantly of the middle-class social stratum.

The University Elementary School is a laboratory school for Indiana University. As such it was used by students for their counseling practicum and by counseling interns who received their training under the supervision of the elementary counselor.

DESCRIPTION OF THE PROGRAM

The primary objective of this pilot program, since it was its first year of operation, was to have it become firmly established in the hearts and minds of the children, the staff, and the community. All efforts of the counselor and the administration, therefore, were directed toward this end.

The Original Objectives

1. To provide counseling for every child who desired it so as to enable him to develop to his maximum capacity.
2. To provide direct services to the child who has been identified as a problem.
3. To provide consultative services to the teacher who wishes to work more effectively with a child.

4. To provide conferential services to parents who wish to understand their children better and to help them in their growth.

The Modified Objectives

The original objectives filled the needs of the students, the staff, the parents, the administration, and the counselor so that no modification was necessary.

The Staff

The staff of the University Elementary School's pilot program consisted of an elementary school counselor, Dr. Frank Biasco, who holds an Ed.D. Degree in counseling and guidance. Dr. Biasco had had 14 years of experience in social work, teaching, and counseling.

A part-time secretary provided services three half-days a week, thereby contributing 12 hours of clerical and stenographic work to the operation of the Pilot Program in Elementary Guidance. Perhaps no one but the counselor could know the value that such assistance afforded by relieving the counselor of time-consuming and routine tasks which permitted him to perform in areas of his competencies.

The Facility

The counseling room and office was spacious, airy, light, neat, and clean. The furniture was as would be expected and required. There was adequate security, privacy, and sound-proofing.

Although a tape recorder was available, it was on a borrowed basis which at times created some difficulties. Communications were excellent, the administration having provided needed telephone and reception services.

Play Media

The materials were readily made available as they were needed. Additional play media and a storage case to house them are to be provided for next year.

Although the counselor made use of play media, rapport was most often established with tricks of magic which the counselor was able to perform. The students were instantly fascinated by these tricks, and many times the tools used for them were used in lieu of the customary play equipment. Included under the section on research, is a study done on the use of play media.

The Pre-School Planning

Prior to the installation and development of the elementary guidance program, conferences were held with the Director of Counseling and Guidance Services of the University Schools; the Director of the Division of University Schools; the Principal of the University Elementary School; the Chairman of the Counseling and Guidance Department of the School of Education, Indiana University; and the prospective counselor of the Pilot Program in Elementary Guidance.

Although operational guidelines were established, sufficient freedom was allowed the counselor in the professional development of the program, with administrative support available as it was needed.

Orientation

The public was informed of the pilot program by way of the many releases which appeared in the newspaper concerning elementary guidance and its activities. In addition, the public became aware of the program through the counselor's involvement in professional activities within the community.

The parents were oriented to the program by written communication from the school as well as through an early P.T.A. meeting.

At the beginning of the school year the teaching staff was oriented to the installation of the Pilot Program in Elementary Guidance, with the counselor indicating the services which would be offered.

Pupil orientation to the program developed through class presentations which the counselor made in each classroom, a total of 30 talks. Each entailed a short explanation of the counseling services, followed by a visit by a few of the class members to the guidance office.

The counselor was active in the field of public relations, primarily directed toward explaining elementary guidance to other professionals. He accepted several appointments to posts in ICES, IPGA, PDK, and the American Board on Counseling Services for the Midwest Region.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

In compliance with the objectives of the pilot program, developmental and problem-centered cases were handled. Cases of a preventive nature also were a part of the guidance program. These were principally cases of orientation to and from the University Elementary School.

Originating Referral Sources

Referrals were received from the students, the teachers, the administration, the special staff, and the parents. The largest portion of these referrals emanated from the teaching staff. Another large number of cases were initiated at the counselor's request.

Testing and Interpreting

The counselor played a major role in the testing program as coordinator of the services at the University Elementary School. The school is a sprawling complex of buildings, and there was great need for facilitating procedures for coordination of these services.

As a part of these facilitating procedures, the counselor established a system of records and filing, including a card index system. This system proved to be of great aid to the teachers, the administration, and the counselor in making test interpretations to both parents and students.

Home Visits

During the first year of the Pilot Program in Elementary Guidance, it was the feeling of the counselor that his major emphasis should be with the students, the teaching staff, and the administration. For this reason few home visits were made, although there were many parent contacts in the school setting.

Teacher Conferences

As with other school personnel, the counselor had heavy responsibilities in the way of conferences with the staff and other groups. This unquestionably interfered with counseling time; however, the contact and interchange between teacher and counselor was valuable enough to warrant this infringement.

COUNSELING

Pupils

The counselor was totally available to the University Elementary School for counseling. In addition, there were five elementary school counseling interns. They were assigned one to each building, and each served as the school counselor for that building.

The interns did not see the children routinely; they saw only those who were self-referred and those who were referred by the teachers, parents, and staff. All of the interns were in their buildings for roughly the equivalent of two days per week for six hours of class credit. Dr. Biasco, the elementary counselor, supervised these interns and tried to provide them every opportunity to counsel.

It was suggested that if a child desired an appointment with the counselor, a note be placed in his box; and if a teacher thought there was an emergency situation, that the "Do not disturb" sign should be ignored and the counselor interrupted, regardless of what he was doing. These procedures probably contributed to the most efficient use of time of teacher, student, and counselor.

Teachers

For purposes of planning the Pilot Program in Elementary Guidance and its development, the counselor met weekly, and sometimes more often, with the elementary principal to discuss developments and to plan for the future. This was identified as one of the contributing factors to the success of the program. Frequent conferences also were held with the director of guidance who was responsible for the total guidance effort at the University Schools, but who is housed at a different location on the University School grounds.

In addition, a Guidance Advisory Committee was established after careful planning and deliberation. One teacher from each building was selected to represent the building unit at the Guidance Advisory Committee meetings.

The minutes of these meetings were distributed to all staff members and served as an important means of communication between the guidance service and the faculty. Members of the committee would bring questions and suggestions on the guidance services from their buildings which would be discussed and a mutual agreement reached. This type of communication proved to be highly satisfactory when used in conjunction with the personal consultation between the counselor and the teacher.

Parents

As this pilot program was based on the "Holistic" concept—that students were not just individuals in a classroom doing addition but were children with brothers and sisters and families and problems in their neighborhoods—counseling with some individual students would make little progress without consultation with their parents.

These consultations with parents were held by the counselor for developmental, problem-centered, and preventive cases. As a result of some parents' conferences and because of the proximity of the Counseling and Guidance Department of the School of Education as a referral source, additional help often was available for students.

Groups

The elementary counselor instituted an orientation service for all incoming students during the school year. The secretary notified the guidance office of new students, and the counselor arranged to see the children. The children were helped to become acquainted with the setting and the counseling services and were given a tour of the school facilities.

The children were offered information which would be helpful to new students. If any assistance was indicated in the area of emotional adjustment, the counselor was able to provide it by scheduling individual counseling.

Such an orientation program provided a systematic means of informing an individual about his setting instead of leaving it simply to time and chance. The teacher was able to help the child to become acquainted with the classroom and its children, and the counselor was able to contribute to the integration of the child and to his becoming a meaningful part of the total school program.

SUMMATION AND CONCLUSIONS

Following a trial basis, the Guidance Advisory Committee recommended that the program for the orientation of new students be continued, and the committee regarded this as another service which the counselor was able to provide to the student personnel.

A proposal has been made for establishment of a student government, and this is currently under consideration. Efforts in this direction should be continued.

The Pilot Program in Elementary Guidance at the University Elementary School is well under way. The enthusiastic acceptance of the program by the students and their parents has been most encouraging to the counselor.

Outstanding, however, is the support of the staff and the administration as illustrated by the principal's statement that if he were allowed only one new position in the school, he would choose an elementary counselor . . . "and this is in the full knowledge that we're hurting at the primary level, that we need some help in the library, that we need some help in art education. I say this in an effort to communicate the value that I think this less obvious program has made to our school."

The Marion Community Schools

Martin Boots School **Meurice Gaylor, Counselor**

PHILOSOPHY

The need for counseling at the elementary school level is as apparent as it is with counseling at the secondary school level or at any other age and stage of human development. Individuals develop problems as a result of developmental, maturational growth.

Elementary school counseling, then, becomes the privilege and opportunity of working with children who have developmental problems which they themselves cannot resolve.

THE COMMUNITY

The Martin Boots School serves children who live both near the center of town and those who live in the city's extremities.

Socially and economically, the pupil population ranked from the lowest to the highest. The school patrons were representative of our complex society, ranging from those in the professions to welfare cases. Twenty percent of the pupils were colored or represented some other minority group.

Marion is a developing industrial community, located on major arteries of transportation midway between Indianapolis and Fort Wayne.

The School System

Martin Boots is a "middle school," housing 12 sixth-grade classes, 4 fifth-grade classes, and 8 special education classes. These upper elementary pupils were received from four neighboring elementary schools which lacked classroom space to contain their fifth- and sixth-grade students.

In terms of pupil population, it was a real challenge to have 400 ten- to twelve-year-old pupils, all under the same "educational roof." This was the only school in Marion, or in other nearby cities, with such a setting for learning and experimentation focused upon a particular age group.

DESCRIPTION OF THE PROGRAM

Pupils who are 11 and 12 years old have problems unique to their stage of maturity. The girls are full of gossip and vocal criticism. The girls also note that their bodies are gaining new adornments about which they are unsure. Boys at this age must test the limits of the social order to see just how far they can go before the rules will catch up with them. There is security for them in these rules, but life must be tested and experienced personally.

All of these issues and more form the service role of the counselor as he serves pupils in the "middle school."

The Original Objectives

1. To aid the under-achiever to find success in school.
2. To help the slow learner to learn according to his ability.
3. To assist the over-achiever in utilizing his potentials.
4. To assist the student with specific personal problems as they relate to school activities.
5. To aid all students in developing a realistic self-concept.
6. To aid teachers in test interpretations, use of standardized tests and teacher-made tests.
7. To aid the teacher in the use of special techniques such as "aprome" and "contrete."
8. To help nurture a favorable school climate through the interaction of school personnel, students, and parents.
9. To develop a guidance program which will enhance on-going and future exploration in education.
10. To develop a working relationship with other interested agencies.

The Modified Objectives

It was not necessary to alter the original objectives; rather, they were clarified in the form of subsequent objectives:

1. To interview every student at the beginning of school.
2. To assist new enrollees during the school year.
3. To create a student council for the purpose of student government in the elementary schools.
4. To improve the testing program.
5. To assist teachers and parents in understanding child development and maturation.

The Staff

Mr. Meurice Gaylor, elementary counselor, held a teaching position at Martin Boots during the years from 1962 to 1965. Prior to coming to Martin Boots, he had taught for five years in the elementary schools of Grant County.

Mr. Gaylor did his undergraduate work at Marion College, earning the Bachelor's Degree. He completed his Master's Degree at Ball State University in 1966, and he holds an elementary guidance certificate and an elementary administration license.

Dr. Newell T. Schmalzried, school psychologist and co-director of the program, received his A.B. Degree from Manchester College and his Ph.D. Degree from Purdue University. Dr. Schmalzried has worked as school psychologist in Richmond, Indiana; chief psychologist, Detroit Clinic; and chief psychologist, Grant County Mental Health Clinic.

The school principal and co-director of the Pilot Program in Elementary Guidance, Mr. Gerald Heindselman, holds the B.A. and M.S. Degrees and has had an additional year's work in psychometry. He has had five years of experience as an elementary teacher and five years of experience as an elementary school principal.

The Facility

The office provided was approximately 18 by 18 feet in size. The room was equipped with desk, bookcase, filing cabinet, table for group counseling, and several chairs. It is well lighted, freshly painted, and it provides complete visual and audio privacy.

The counselor was provided with a tape recorder by the school system to use exclusively for guidance services. This tape recorder has been used extensively both with students and for the purpose of counselor improvement. Several professional books were purchased by the counselor to add to his school library.

Play Media

The students in individual and group counseling sessions were provided paper and colored pencils for the purpose of drawing or doodling. This medium proved most effective in the "middle school" as it provided insight for both the pupil and the counselor into those concerns which pupils of this age find most difficult to vocalize.

The counselor also used games such as checkers, word scramble, etc., which were on the level of the upper elementary student as tools for play therapy.

The Pre-School Planning

The guidance facilities were provided several weeks before the opening of school so that the finishing touches could be arranged during the pre-planning session.

Since the counselor had taught previously at Martin Boots School, he was able to help with the orientation to the building of the new staff members.

Orientation

Early in the school year, the local newspaper printed an article explaining the Pilot Program in Elementary Guidance being conducted at Martin Boots. In January a brochure was prepared and sent to the home of each patron.

The role of the counselor was discussed during the first faculty meeting. The principal emphasized that the counselor was not an assistant principal or a disciplinarian. The counselor's primary duties, it was explained, were to assist the student with his personal problems.

A Teacher Improvement Day was held early in the second semester. The counselor, school psychologist, and four teachers formed a panel which prepared and discussed questions before the faculty members from Martin Boots and several other schools in the system.

During the first week of school the counselor visited each classroom and discussed with the students the purpose of an elementary counselor and the procedure by which they could receive the assistance of the counselor.

Martin Boots School was host during March to a number of visitors from other school systems, as well as many persons from our own school system, to share the progress of the Pilot Program in Elementary Guidance.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

A survey of the types of problems important to pupils in a "middle school" showed (a) worry about health, anxiety about maturation, disturbance by the rapid physical and emotional changes taking place; (b) worry about peer relationships, seeking group recognition rather than parental approval, disturbance by adults, problems of like sex attachments, feeling of loneliness—yet wanting privacy, anti-social problems; and (c) undecidedness about their interests.

Originating Referral Sources

Approximately 60 percent of the students referred themselves to the counselor. The remaining 40 percent were referred by their teachers, their parents, or by the administration.

Testing and Interpreting

The counselor was involved in the testing program for a team teaching experiment conducted during the school year at Martin Boots. The Metropolitan Achievement Test was given in September and in April. The Henmon Nelson Ability Test was given in January. A Children's Personality Questionnaire was given in September and in April. A sociometric device also was administered in the fall and again in the spring.

Home Visits

Because of the "middle school" climate, home visits were not feasible at Martin Boots this year. A large number of students come to school by bus. The counselor met the buses and supervised the students as they were entering the building. This activity allowed the counselor to become acquainted with the students outside a school or counseling setting.

Teacher Conferences

The teacher conferences, for the most part, have been informal. The counselor has sought to assist the teachers to know and understand the students and to assist the teachers in aiding the students to overcome problems of adjustment in school life.

COUNSELING

Pupils

Since Martin Boots is a "middle school," most counseling was done with intermediate boys and girls; however, a limited number of primary students from the special education classes were invloved in counseling sessions.

An acceptance of their shortcomings, an ego-building attitude, reflection of their insight, and an understanding of their role-playing were the methods most often employed in the counseling session.

It was believed that individual counseling in this permissive atmosphere was the counselor's most advantageous service to the elementary school.

An orientation program for new enrollees was initiated by the counselor. This seemed to be a very successful service in terms of reducing anxiety in the changing school experience.

Teachers

Early in the school year several planned teacher conferences were used to assist the teachers in using special teaching techniques.

Since Martin Boots was fortunate in having a school psychologist and a principal who was knowledgeable in the field of guidance, most consulting was done in the form of staff conferences.

Staff conferences usually included the counselor, the school psychologist, the principal, and the two or three teachers who would have contact with the student. The many different reactions to the personalities and problems of the students aired in these staff conferences produced much insight into the "whole" student.

Parents

It was decided at the beginning of the year that there would be no attempt to "sell" the Pilot Program in Elementary Guidance to the parents and community. It was preferred, rather, that the program work itself from within the school to the community and the parents.

The reason for this decision was that misinterpretations of the counselor's role might bring undesirable demands upon the guidance services and make the counselor less effective in assisting students.

As the pupils carried the news of the guidance services back to the parents, the counselor began to have parents come in, seeking to have test scores interpreted for them.

Consulting has developed as several parents have sought assistance from the counselor through personal visits to the school and through telephone conversations.

Group

At Martin Boots no attempt was made to form groups for a particular purpose designed by the guidance services.

Group counseling, instead, was initiated by request from students who were seeking assistance in regard to a common problem. Approximately 25 students have sought such assistance throughout the school year. The groups ranged in size from two to six, and they generally met over an extended period of time.

SUMMATION AND CONCLUSIONS

Individual counseling of pupils is the elementary counselor's most beneficial service to date and it must continue to be so.

The elementary counselor's main purpose will continue to be to help each child make a satisfactory adjustment to life, in school and out of it. This will be provided for all children, not only for those who have behavior problems, learning difficulties, and deep-seated emotional disturbances, but for normal, well adjusted children who need to be guided in their thinking, their attitudes, and their personality development.

Established practices in our elementary schools will not be changed rapidly. The public will continue to control educational practices as long as it believes that children should be conditioned by threat of physical punishment or by actual physical punishment.

Physical punishment tends to drive the feelings of the individual inward. Therefore, it sometimes does bring the individual under control. The feeling may erupt later, however, in a very undesirable manner. The greatest miscarriage of justice is the denial of the right of the individual to have assistance in working through his conflicts.

Since many of the student's problems originate in the early years and become more difficult to treat as time goes on, it is important that good guidance practices start early in the school life of each individual child.

It is recommended that elementary counseling be continued and expanded for the purpose of assisting students to resolve and work through their problems for maximum school performance and mental health.

The North Vermillion Community School Corporation

Cayuga School **Marshall Gibbs, Counselor**

PHILOSOPHY

It is the expressed philosophy of the administration and the staff that a need exists to lighten the burden of the responsibilities faced by the elementary teacher and to increase the services of the school to the elementary student.

Although these objectives may seem contradictory, it is believed that they may become compatible by proper implementation of an elementary guidance program in conjunction with special education personnel.

It is believed that elementary guidance offers a means by which the school can help the students to acquire an acceptable self-concept and to become better adjusted to their environment. These services should encompass ALL children rather than emphasize the work with the so-called "problem children" at either end of the mental ability scale.

THE COMMUNITY

Cayuga is a rather small, semi-rural community with a population of about 1,100 located in west central Indiana. There has been little change in the community in the last 20 years, and there appears to be little probability of significant change in the near future.

Improved private transportation has made it possible for most of the working population to work in industry in larger surrounding cities. Local industry and local business have declined considerably, with little evidence of concerted civic enterprise. Economically the community would fall into the category of lower middle class. There is little extreme poverty, but even less evidence of unusual wealth.

The intellectual environment is centered around the school. There is no theater. The public library is a small, one-room branch of the County Library and is open to circulate books two afternoons a week.

The School System

The North Vermillion School Corporation is a consolidation of three township schools, governed by a seven-member Board of School Trustees. During the six years since consolidation, the policies of the school board have fluctuated from very progressive to ultra-conservative, and no definite pattern has yet been established. Quite definite progress has been made, however, toward up-grading the faculty and improving the curriculum.

Cayuga School is an old building used formerly as a high school. The building is not in good condition, classrooms are small, and the lighting is particularly poor. The school, during the 1965-1966 school year, was used to house all junior high school students of the corporation, together with about 200 elementary students from Cayuga.

DESCRIPTION OF THE PROGRAM

Long-range objectives were established before the beginning of the pilot program and still remain constant.

1. To provide an educational environment in which every child will have the maximum opportunity to achieve success to the extent of his ability while learning to become a well-adjusted member of society.
2. To determine to the best of our ability the methods, activities, attitudes, facilities, resources, and personnel necessary to make the elementary guidance program fulfill the needs of the students, the teachers, and the community.

Immediate and more specific goals toward which we were working this year were:

1. To establish a state of understanding, cooperation, and confidence between students and counselor and between teachers and counselor.
2. To have at least two significant interviews with every child and to have an understanding contact with every parent.
3. To prepare and to put into use a permanent record system which will give maximum service to students, counselors, teachers, and administrators.
4. To establish a standardized testing program which will give maximum assistance to teachers, administrators, guidance personnel, and parents in helping the students attain desirable performance and adjustment.
5. To establish an in-service training program which will give teachers a more concrete understanding of the elementary guidance program, their own guidance functions, and their relationship to the guidance counselor.
6. To create community understanding of the need for the guidance program and its purpose in our schools.

The Modified Objectives

Due to the fact that the elementary counselor was incapacitated for two months of the school year, full attainment of all the immediate objectives was not possible. In-service training for teachers and community understanding probably exhibited the lowest level of attainment. It was found necessary to interview some of the children in small groups rather than individually as planned.

The Staff

The elementary counselor of this Pilot Program in Elementary Guidance was Marshall Gibbs. The program was under the direction of Lucky Abernathy, Director of Guidance at the North Vermillion Community School Corporation. Mr. Gibbs holds a Bachelor's Degree and a Master's Degree in education. He has completed his guidance requirements and holds a Supervisor's Certificate in Guidance. His 17 years of successful teaching experience have been at the elementary, junior high, and senior high school levels.

Working with the elementary counselor was a remedial reading teacher, a speech and hearing therapist, the school nurse, and the attendance officer. All of the special personnel were in Cayuga School two days per week and worked with the counselor on a cooperative basis.

The Facility

The guidance facilities have been somewhat inadequate, but by careful scheduling were usable.

The space provided was a screened-off portion of the library about 12 by 15 feet in size. This arrangement generally afforded visual privacy but provided audio privacy only when the library was not being used by others.

The office equipment—desk, tables, chairs, filing cabinets, and typewriter—was adequate. A tape recorder was provided in the last month of the school year and will be available next year.

Play Media

Play media were used particularly with the primary children in both individual interviews and small group counseling. The play equipment left something to be desired, but gradual improvement was made.

Art supplies were the play media used most often and most successfully with the intermediate student. This also was used in both individual interviews and small group counseling.

The Pre-School Planning

The pre-planning consisted of numerous sessions with the school principal, the superintendent, and the supervisor of guidance to formulate and coordinate plans.

Much of the pre-planning time available was spent in assembling the necessary equipment and preparing the office space to be used for the guidance facility.

Orientation

Several short articles were published in the local weekly newspaper concerning the Pilot Program in Elementary Guidance. These articles appeared before and shortly after the beginning of school.

During this same period the counselor scheduled appearances before all of the social, civic, and women's groups in the community to explain the nature and objectives of the pilot program. In speaking before these groups, the counselor was able to contact about one-fourth of the parents of the students with whom he was involved. The proposed program was well received by the various groups.

Two discussion and planning sessions were held with the teachers involved in the program. These were held during a pre-school institute, and an attempt was made to explain the goals to the teachers. Since none had been involved previously with a counseling program, understanding was slow in coming even though willing cooperation was evident.

In beginning the elementary guidance program, the first concern was that the students have a conception of what guidance and counseling was, how they could use the program, and how they could benefit from it. This was accomplished by scheduling group discussions of approximately 30 minutes in each grade room during the first two weeks of school. These sessions were so well received that they were continued throughout the year.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

A subdivision of the major problem areas—personal, social, emotional, and academic—shows that 21 percent were problems of understanding one's self, 16 percent were problems of educational planning, 27 percent were pupil-appraisal concerns, 6 percent were academic concerns, 7 percent were concerns over teachers, 1 percent involved concerns about parents, 11 percent were concerns about friends, and in 11 percent of the cases there were no manifest problems.

Originating Referral Sources

Of the counseling sessions held, 47 percent were at the request of the counselor; 35 percent were self-referrals; 12 percent were teacher referrals; 4 percent were administrative referrals; and 2 percent were parent referrals. The high percentage of counselor requests was a reflection of the original objective, to hold a meaningful interview with each pupil in the Cayuga School. These interviews, in effect, lowered the teacher referrals for many concerns of students were observed at this time.

Testing and Interpreting

The counselor administered an intelligence test at the beginning of the second semester to a portion of the elementary classes. In the spring of the year he administered a test of basic skills to the students in Cayuga School.

Interpretations were made at the request of the teachers and the parents. On occasion the administration would request an interpretation be made to them and then to the parents.

Home Visits

During the two-week pre-planning period, about three hours each day were spent making home visits. These visits were particularly helpful in establishing initial parent-counselor rapport. During the school year, due to the lack of time, home visits were limited to those parents whom the counselor felt he needed to visit to help solve a particular problem of the child.

Teacher Conferences

The counselor tried to be available at the recess break for informal conferences with teachers. For individual cases the counselor would arrange any other time requested by the teacher. Formal group teacher meetings with the counselor were restricted to monthly teachers' meetings called by the principal.

COUNSELING

Pupils

In order to avoid the connotation sometimes given by children to the process of "being called in" by the counselor or "being sent to the counselor" by the teacher, all children were informed at the beginning of the school year that they would be asked to have an interview with the counselor as soon as possible.

This procedure was so successful in removing any stigma that it eventually created the negative problem of "When is it going to be my turn?" The Counselor met this question by informing the child that he was welcome to come at any time on his own initiative when he had something to discuss with the counselor.

Some students did take advantage of this "open door" policy to come for a visit, but most of the children then were content to wait until called unless special need arose.

Teachers

Because the elementary teachers were burdened with many extracurricular duties and meetings, the counselor adopted the policy of visiting the teacher's classroom to make himself available for consultation with the teachers each morning for one half hour before classes began. The teachers were most receptive to this arrangement, and many worthwhile exchanges of information concerning the students were made at this time.

Parents

The parent-teacher organization was inactive until the latter half of the year; therefore, the counselor's work with parents was limited to home visits, interviews in the counselor's office, and telephone conversations.

In the second half of the year, the counselor was able to meet several parents at P.T.A. meetings. The counselor arranged one of the monthly meetings which was based on the services of the Adult and Child Guidance Clinic at Terre Haute.

Groups

The orientation discussions were greeted with such enthusiasm by the students that a series of 12- to 15-minute guidance films was presented to room groups by the counselor at weekly intervals, then later at bi-weekly intervals. The counselor believed that this was a worthwhile means of group guidance, but it naturally lacked the closeness and the free response and interaction of small group sessions.

During the second semester small groups of four to six were organized. Personnel of the groups at first were based on teacher referral for specific personal problem characteristics. The students later were divided and additional personnel added until 17 groups were meeting weekly on a rotating basis.

Counseling was done by using play therapy, semi-directive, and free discussion. Students in these groups were interviewed individually as need was indicated.

The counselor found that these small group counseling sessions were an excellent means of establishing rapport with students and also were valuable for isolating potential trouble spots which might be overlooked in the classroom. Usually after the first session, students were at ease in the group counseling situation as long as privacy was maintained.

SUMMATION AND CONCLUSIONS

Some of the recommendations to facilitate the Pilot Program in Elementary Guidance are: provisions for audio and visual privacy, increased teacher participation, a greater number of home visits, an increase in the use of small group counseling, and improving the system of records and filing.

The outlook toward an expanded and more effective elementary guidance program at Cayuga School is an excellent one. Already many of the recommendations are in process of being executed.

We will be able to start with a program which is no longer unrecognized in the community and which is accepted by students and teachers as very desirable. By the end of another school year, it is believed that the pilot program will be one which the school patrons consider necessary for every school system.

School City Of Hammond

Wallace Elementary School — Daniel Keilman, Counselor

PHILOSOPHY

The basic feelings and philosophy of the Hammond Public Schools' Guidance and Counseling Services are in agreement with those of the IPGA Committee on Elementary Guidance.

Guidance is defined as a continuing process concerned with determining and providing for the developmental needs of all pupils. The three major responsibilities of the counselor are counseling, consulting, and coordinating.

Moreover, the Pilot Program in Elementary Guidance holds that the contribution of the elementary counselor to the school lies in facilitating the effective development of pupils through establishing a helping relationship with them.

THE COMMUNITY

Hammond is a city of 120,000 people located in northwestern Lake County, Indiana. Most of its people work in the highly industrialized Calumet region of Indiana or in nearby Chicago. Many of the city's business, recreational, and cultural activities are tied with those of Chicago.

The School System

Wallace Elementary School is located in an economically changing neighborhood of Hammond. The enrollment is made up of 50 percent Negro and 50 percent Caucasian students.

Some of the students come from disadvantaged homes. Incomes for the most part range in the average to low-average categories. Some of the parents have not completed high school. Many children are slow learners and are several years behind in reading, arithmetic, and other subjects.

Wallace is a completely non-graded school. In the school year 1964-1965, the primary department was non-graded. In 1965-1966, the system was expanded to include all of the pupils.

While the Wallace School is typical of many inner-city schools, it is not necessarily a typical Hammond school.

DESCRIPTION OF THE PROGRAM

Fourteen of the fifteen schools in the Pilot Program in Elementary Guidance were involved in the project from the beginning of the school year of 1965-1966. The Hammond Public Schools' participation in the elementary guidance program did not begin until the second semester of the school year. This necessarily made the program somewhat different from that of the other fourteen.

The Original Objectives

Most specific priorities will be given to these two major functions:

I. Counseling Services
   - A. Counseling with individual pupils directed toward attitudinal and behavioral changes.
     1. Self-referred students.
     2. Pupils referred by parents.
     3. Pupils referred by teachers.
     4. Pupils referred by school principal and other personnel.
   - B. Counseling with small groups of students directed toward attitudinal and behavioral changes.
     1. Pupils who express desire to join a group.
     2. Pupils who have been referred by teachers, parents, or administrators.

II. Consulting Services
   - A. Working with parents individually and in small groups.
     1. In respect to children who experience difficulties in classroom situations.
     2. In respect to children who do not relate well to other individuals.
   - B. Working with teachers.
     1. Through helping children whose work habits and attitudes are not conducive to successful functioning in a classroom situation.
     2. By collecting and analyzing pupil data so that classroom procedures and other helping relationships may be developed.
     3. By analyzing the dynamics of the classroom through sociometrics.

The Modified Objectives

Because of the long period of time to study the objectives that Wallace School had between the time of approval of the pilot program in the fall and its actual operation at the beginning of the second semester, and because of the short period that the program had to function, no modified or subsequent objectives became apparent.

The Staff

Daniel Keilman was the counselor at the Wallace School. He holds a Bachelor's Degree in philosophy from the University of Dayton and a Master's Degree from Ball State University. He received his teaching license through a program of study at Ball State University, and in addition, he holds an Indiana counseling certificate. Mr. Keilman has had four years of elementary teaching experience plus experience as a youth leader in the community.

The Facility

The Wallace School building is old, but it is well maintained. The age of the building is reflected in the counseling area, but it too has been well cared for. The counseling area is 12 by 7 feet in size, and the waiting area is 12 by 15 feet. Color was added to the room with draperies and samples of children's art work. The office provided audio and visual privacy as well as a pleasant and warm atmosphere.

Play Media

Play has been used extensively as a medium of communication. Toys and materials of many sorts were provided for use in guidance services. Paints, brushes, crayons, and construction and drawing paper were provided for those who preferred to express themselves through drawing and painting. Blocks, pipe cleaners, paper clips, and rubber bands were provided for those who enjoy constructing things.

Dolls and puppets were available for those who were inclined to the more dramatic aspects of communication. Two play telephones were used in imaginary telephone conversations. An electric typewriter was provided for those who enjoy expressing themselves through the written word.

The children were permitted to choose whatever play media they wished. About one child in four preferred direct involvement in conversation to the use of any play medium.

The counselor viewed play in no other way than as a medium for a child to express himself and his feelings. He looked for no hidden meanings or deep psychological implications in the play. The simple fact is that most children express themselves well in play. They are familiar with play things and they are relaxed when playing.

A child might have been unwilling to talk to anyone about his fears or problems; however, he might willingly identify with a puppet and tell the counselor about all of the innermost concerns of the "puppet." Another child might draw a picture of a house which he says is ugly, just like his own. Another student might type a letter to his grandmother telling how his classmates were envious of his achievements. The child who was muted by a one-to-one confrontation with the counselor might respond candidly as he lifted the dead telephone and called the counselor who, he then apparently felt, was far away.

The Pre-School Planning

Once final approval of the Hammond Board of Education to initiate the Pilot Program in Elementary Guidance came in the fall of 1965, Mr. James Hill, Director of Counseling and Guidance Services, began to plan with Dr. Rapp, Superintendent of Schools, for the program. The city's counseling program and philosophy were surveyed, the progress of other pilot programs was observed, recent writings in the elementary counseling area were studied, and concrete proposals and philosophical considerations were given to the Wallace School project.

Six meetings were held involving the director of counseling and guidance and the elementary counselor. Two additional meetings were held including Mr. Chalkus, the Principal of Wallace School. An effort was made at this time to acquaint the counselor with Wallace School, its personnel, and its students.

Orientation

Previous to the beginning of the pilot program, the community had been notified of the project through a release to the local Hammond newspaper.

During the first week of the program, a form letter was sent to each school family. In this letter the nature of the pilot program, as well as the services available to pupils and to parents through the guidance services, were explained. The counselor also gave a brief address to the P.T.A. describing his services, and he spoke about the project to a P.T.A. study group.

Each teacher was visited and the expectations from the pilot program were individually explained. The counselor attended all faculty meetings and spoke to the faculty in regard to the progress being made and about the evaluation of the services.

The counselor visited each classroom as a part of pupil orientation. In most classrooms he explained briefly the guidance services. He also spoke to a student assembly about the pilot program. The counselor circulated throughout the school and the playground in an effort to make himself known to the pupils. In the process of these encounters many children asked questions which were helpful in interpreting his services to them.

Mr. Keilman, the elementary counselor, was interviewed for a feature article in *The Hammond Times* and in the school city's public relations paper, *Outlook*. He also spoke to two P.T.A. study groups outside of Wallace School and to a guidance class at the Purdue University Calumet Campus.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

The one-semester aspect of the Wallace School Pilot Program in Elementary Guidance resulted in a lack of complete statistics. Certain trends were evident, however.

Distribution of Types of Cases

Pupils in the intermediate grades were asked to complete a problem checklist. The results of this checklist indicated that their greatest concerns were in the area of peer relationships, sibling relationships, behavior concerns, and fear. Peer and sibling relationships were checked by more than one-half of the students who chose to fill out the checklist.

Originating Referral Sources

About one-half of the pupils were referred to the counselor by their teachers, and the other half by self-referral. There were few instances when parents or administrators made referrals. The counselor believed he was generally able to develop rapport more rapidly with those pupils who referred themselves. Even though a referral was made, however, it in no way interfered with the eventual development of an effective relationship.

Testing and Interpreting

Ordinary testing had been completed when the counselor arrived at Wallace School. In accordance with the Hammond Public Schools' Testing Program, an intelligence test was given in grades two and five, and a test of basic skills in grades four and six. They were administered and scored by the teachers.

The exact role of the counselor in the testing program has not yet been determined, but at present it seems that the counselor role will be as consultant and specialist in cases recommended by the teachers or the administration. Work with an individual pupil might demand the use of certain specific testing instruments which would provide useful information.

Home Visits

Two home visits were made in conjunction with the school social worker, and one visit was made with the school nurse. Three visits were made by the counselor alone. No real attempt was made to increase the number of home visits, as many of the homes in the Wallace School District were the type that were perhaps "over-visited" by social workers, attendance officers, and by representatives of the welfare department.

Teacher Conferences

Enthusiasm for the pilot program increased when the counselor attempted to follow up each pupil visit with a conference with his teacher. Often the teacher knows more about the pupil than the pupil realizes; follow-up conferences then were especially fruitful because of the interchange of impressions.

These informal contacts of the counselor with the teachers can be very useful. They not only help to establish rapport with the teachers, but they also give the counselor an opportunity for informal consultation.

COUNSELING

Pupils

Most children responded favorably to the opportunity to engage in the one-to-one relationship of counseling. The counselor found elementary children quite able and willing to relate to him. He found that the primary children received the most help from the play media; however, many intermediate children made use of them.

No relationship was continued beyond one encounter without the explicit consent of the counselee. Both counselor and teachers were careful that no one who was unwilling was forced to come to the counselor. Counseling with individual students was the most rewarding portion of the Pilot Program in Elementary Guidance.

Teachers

The counselor must be willing to commit himself to specific suggestions and directives when consulting with teachers, especially in the areas of behavioral or scholastic concerns. Teachers expect and need more than general philosophizing about pupil behavior.

The confidentiality of the pupil-counselor relationship was always maintained, while general impressions and directives were shared. Of course, many times specific confidences were revealed at the request of or with the permission of the student.

Parents

Besides the parents who came to the Wallace School for individual consultation, the counselor worked with a number of parents through his work with a monthly P.T.A. study group. This group had been formed early in the school year to discuss family relations and problems with emphasis on group contributions. The meetings had been conducted by Mr. Carroll Harts, a representative of the Hammond Schools' Psychological Department. After the elementary counselor's arrival at the school, he was permitted to assume a major role in these group meetings.

Parents showed much enthusiasm for these study groups, and several began working individually with the counselor on the basis of contacts made.

Groups

Pupils were chosen for group counseling on the basis of a problem checklist, the cumulative record, and consultations with teachers. Eleven participants were involved in each group in order to include as many pupils as possible. The counselor later came to the conclusion that a group of five or six would have provided more effective interplay for the participants.

Ground rules for the discussions were developed by the pupils. Several sessions were started with questions or suggestions from the pupils participating in the groups. The counselor then emphasized the fact that he was just another member of the group, and not the person to provide answers.

Participation in the groups was active and enthusiastic. Besides the exploration of complex and pertinent problems, the counselor and the pupils felt that the greatest accomplishment in the groups was the increased understanding of group processes that developed as a result of the give-and-take of the sessions.

Another type of group guidance was attempted in the form of remedial mathematics and reading classes. From the beginning the counselor was apprehensive about this type of program, but it was believed that these classes could be a part of the effort to experiment with new ventures.

The teachers thought that most of the pupils were aided by attendance at these classes. The children themselves were quite enthusiastic about them. The counselor believed, however, that it would be best to discontinue work of this sort as part of the guidance services because of the dual role of teacher-counselor it forced upon him.

SUMMATION AND CONCLUSIONS

As is indicated by his title, the principal work of the counselor is counseling. As the Pilot Program in Elementary Guidance developed at Wallace School, the counselor realized that more time was needed for counseling with individual children.

The counselor is trained not only to perform this function, but he also is the one staff member specifically obligated to provide this one-to-one relationship. During the school year, the counselor saw more and more reasons for spending additional time in the counseling office. It seemed that the climax of all the guidance services was reached in the counseling sessions.

This one half-year program has provided insight into other services to be considered such as the establishment of an occupational and social information section of the Resource Center at Wallace School, participating in an in-service program by the counselor and the staff, participation in more projects which will publicize the pilot program, and conducting research to determine if there is any measureable effect of the elementary counseling program on Wallace pupils.

Although this Pilot Program in Elementary Guidance functioned only for the second semester, its progress has been gratifying. With the program already well established and well accepted, we look forward to even greater strides in elementary guidance next year.

School City Of Jeffersonville

Spring Hill Elementary School — Robert Stover, Counselor
Wall Street Elementary School — Doris Milliken, Counselor

PHILOSOPHY

Even in the healthiest homes and schools there are times when children feel a separateness from the adult figures. There are subjects which children often hesitate to discuss with adults except in cases where a very special kind of relationship can be nurtured. The elementary counselor is in a unique position and commands the necessary skills to develop this special and much needed relationship with children.

Elementary children often have problems, most of which are not serious, which interfere with the learning process. Many solutions of these problems could be brought about by counseling with a school counselor.

This would call for a program dealing with all elementary children to help them develop normally. The preventive possibilities of such a program are enormous.

THE COMMUNITY

Jeffersonville is a city of 19,482 inhabitants located in extreme southern Indiana just across the Ohio River from Louisville, Kentucky. As a part of the metropolitan area of Louisville, the city enjoys the advantages, and at the same time is plagued by the problems small cities often have when they are in the shadow of a large city.

There are many cultural advantages, fine shopping facilities, and industries offering employment in Louisville. At the same time, the accessibility of these attractions in Louisville tends to take from Jeffersonville the people who could be most instrumental in the development of programs of a cultural and esthetic nature and of civic growth and development, and focus their energies in Louisville.

The School System

The specific area of Jeffersonville with which this pilot program was most directly concerned was one which could only be called a blighted area. The population, in general, could be classified as lower-lower to upper-lower in socio-economic status. Most of the people derive their income from unskilled, often temporary occupations. The general educational level is quite low, and unemployment rates are quite high.

Much of the housing in this area would be listed as sub-standard in virtually every sense of the word. The area is racially integrated, with about six percent of the population composed of Negroes.

School records indicate that Spring Hill School had a higher percentage of pupils who had failed at least one grade than any other school in the system.

Wall Street School is the oldest of the elementary schools in Jeffersonville and would be categorized as a borderline, fair plant according to the Holy-Arnold Score Card. On 2.5 acres of land, it stands neat and clean but obviously reflecting its many years of service.

DESCRIPTION OF THE PROGRAM

The Original Objectives

1. Record-Keeping: The gathering of information about students is of primary importance. It is easier to spot problems with information than to try blindly to aid a student without information. The counselor would not do the routine day-by-day record-keeping but would have over-all supervision of it. Special confidential information also would fall under the counselor's jurisdiction. Information from referral sources also would come to the attention of the counselor. Accuracy would be a most important part of the information-gathering process.
2. Testing: Closely related to record-keeping and a part of information-gathering would be the testing duties of the counselor. The administration and interpretation of tests are part of required teacher training. The counselor would supervise the administration of group tests and would himself administer special group and individual tests as needed.
3. Counseling: All information previously gathered would be integrated in a counseling session with the individual student. Here basic human relationship skill comes into play. Some counseling sessions would be brief; some light therapy would be necessary in other cases. In the counseling session private conversation often aids in relieving tensions and in solving problems. This should be facilitated, and the counselor should be available for these sessions as much as possible.
4. Interpretation: Much information can be helpful to others in a guidance situation if interpreted to the proper interested persons. Parents and teachers would be the primary interested adults. Community personnel to whom interpretation could be given would be ministers, doctors, social workers, and law officers. Over-all views of the program should be presented to social and civic organizations.
5. Referrals: Many problems would require the attention of special personnel and specialists. The counselor would make referrals to these as needed. The counselor should recognize his own limitations and be able to reach out for help. Many agencies could thus be brought into play to aid the child.
6. Cultural Opportunity Programs: A program to encompass an enrichment of the culture of the school population would aid in the up-grading of the entire educational level of the child. Field trips and special programs would be in order and would be in addition to regular programs scheduled by classroom teachers.

7. In-Service Training: To aid the teachers in working with children, spotting problem children, behavior problems, and related mental health areas, the counselor would provide in-service training in the form of workshops, meetings, and personal contacts for staff personnel.

The Modified Objectives

The original objectives were not modified by the counselors but were expressed in more specific terms. They called for the counselors to spend 45 percent of their time in individual counseling and to see all children at least once or twice during the school year.

The Staff

Robert Stover was the counselor at Spring Hill School. He graduated from the University of Louisville where he earned his Bachelor's Degree with majors in psychology and sociology. Mr. Stover received his Master's Degree in elementary education from Indiana University. He holds a teaching license and a supervisor of guidance certificate. He had had seven years of teaching experience at the elementary and secondary level.

Mr. Hurrle, Principal of Spring Hill School, has been an enthusiastic supporter of the pilot program since his first involvement.

Mrs. Doris Milliken was the counselor employed for Wall Street School. She received a Bachelor's Degree in home economics from Michigan State University and a Master's Degree in counseling and guidance from the University of Missouri, and had had one successful year's teaching experience in elementary schools. Professional training included extensive and varied supervised practicum: head start projects; juvenile court and detention home work; counseling of elementary, high school, and college students; and counseling in a marriage and family clinic. Mrs. Milliken also had had many years of varied business experience in the fields of sales promotion and advertising, personnel and training work, and consumer and marketing research.

Special teachers and staff members were always helpful when contacted by the counselors concerning any child or situation. They also seemed to feel free to call upon the counselors when it was believed that they could be of assistance.

The Facility

At Spring Hill the room size of 4 by 10 feet was not adequate, but the room was chosen over a much larger area which could not provide privacy. The counselor's office was originally a cloak room, but the coat hangers were removed and considerable work was done to make it appear more inviting to both children and adults.

The counselor's office at Wall Street was located on the ground floor in an area that had been the main entrance of the old building. The room is approximately 8 by 15 feet. Its odd shape and the fact that a clear fire lane must be maintained through the center limited its utilization somewhat.

Audio and visual privacy was insured from the school interior, but full-length windows prevented complete privacy from the outside.

The usual office supplies and equipment were made available to both counselors.

Play Media

Play telephones were purchased by the counselor at Spring Hill and were used on occasion with primary children with some degree of success in increasing the child's verbalization. He did not always have a predisposition to use any particular equipment or tools but tended to use what was available or came to mind in a given situation. The exception to this included the use of family setting drawings with many lower primary children and discussing previously answered questionnaires with some intermediate children.

The long hall from the counseling office to the main school hall at Wall Street School provided a wonderful bulletin board and art exhibit area. To facilitate communication with younger students, toy telephones, hand puppets, clay, books, magazines, crayons, paper, and a chalk-board were utilized by the counselor.

The Pre-School Planning

Two weeks prior to the opening of school, the counselors acquainted themselves with the pilot program proposal, administrative personnel, the community, over-all school system, and local referral agencies. They also met with community leaders and informed them of the elementary counseling and its objectives.

One week prior to the opening of school, a meeting was held with the two principals involved and the superintendent to define goals and the role function of the counselors. Location of counseling facilities was determined, and equipment and materials were ordered and requisitioned.

Orientation

Before the opening of school, an article appeared in the local newspaper concerning the pilot programs. This article was followed by others spaced throughout the year, the last one coming in May at the time the two counselors made a verbal report to the School Board of Trustees.

The October newsletter went home to parents of all Jeffersonville students and contained an article explaining the elementary counseling program.

At the pre-school meeting for all elementary teachers, Miss Jeanne Miller, Director of Elementary Guidance in Michigan City, spoke on "The Role of the Classroom Teacher in Elementary Guidance," and Miss Mary Livingston spoke on the facilities of the Southeastern Health Clinic. It was at this meeting that the staffs of the pilot schools became aware of their involvement in the guidance program and the respective counselors were introduced.

The counselors visited each room at their schools during the first days of school. At this time they introduced themselves and told the children a little about themselves and the guidance program. No attempts were made to make appointments at this time.

On two occasions the counselors for the Pilot Program in Elementary Guidance hosted other elementary counselors from surrounding Kentuckiana school systems who were beginning programs under Title I.

CUMULATIVE SUMMARY OF COUNSELORS' DAILY LOG

Distribution of Types of Cases

Of the cases dealt with by the counselor at Spring Hill, 41 percent were problems of aggressive behavior of children toward other children. Behavior problems in class constituted 22 percent of the total, 16 percent were isolates or social outcasts, and 21 percent were cases of a miscellaneous nature.

At Wall Street School 27 percent of the problem cases were personal-social; 4 percent were behavioral; and 2 percent were educational. Another 67 percent of the total cases were counselor-initiated interviews, structured to cover personal-social, family, and educational areas.

Originating Referral Sources

The majority of the cases involving deviation of behavior at Spring Hill School were referred by the teachers or the principal. Of the total referrals, 24 percent were teacher referrals, 9 percent were administration referrals, 41 percent were self referrals, 5 percent were parent referrals, and 21 percent were routine call-ins by the counselor.

The referrals at Wall Street School showed 19 percent were self-referrals, 7 percent were teacher referrals, 4 percent were administration referrals, 2 percent were parent referrals, and 68 percent were counselor requests. Referral procedures were always kept simple and informal.

Testing and Interpreting

The counselor at Wall Street School gave six individual readiness and intelligence tests and supervised the personality test and retest. The counselor also assisted the remedial reading teacher in short-cutting the screening procedures in order to set up classes.

The counselor at Spring Hill School did some testing of small groups early in the year when some children had missed a group abilities or achievement test. The only individual testing done involved administration and scoring of a picture abilities test when there was some question about a particular child and a check was needed.

Home Visits

Early in the school year as situations arose, the principal of Spring Hill School directed the counselor to homes which he believed the counselor should know first-hand to understand the given situation better and to become better acquainted with the district in general. Some additional home visits were made late in the school year in preparation for the "Operation Second Chance" program.

The counselor at Wall Street School made some home visits in the early part of the year in order to become acquainted with the types of family backgrounds from which the students came. Thereafter, home visits were made at the request of the principal, the teacher, or the student.

Major emphasis was not placed on this aspect of counseling because for years Jeffersonville City Schools have had a program in which, during the first week of school, the teachers of the kindergarten, first grade, and second grade make visits to the homes of their students.

Teacher Conferences

During the first few months of the pilot program at Wall Street School, the counselor sought every opportunity to engage each teacher in informal conferences in the lounge, halls, at lunch, on the playground, and in their rooms. The purpose of these informal talks was to develop a greater understanding and acceptance through an interchange of ideas. They proved so satisfactory that they were continued throughout the year.

Teacher conferences at Spring Hill were held at the convenience of the teacher when possible. The counselor tried to develop a habit of making rounds prior to the beginning of the school day and after school. He was thus able to make himself available every day to every teacher so that anything of importance to either could be discussed.

COUNSELING

Pupils

The counselor at Spring Hill spent considerable time doing classroom observations early in the year. This enabled the children to see him frequently in a closer relationship than would have been possible if they merely saw him as they passed the office. Three mailboxes were made and hung throughout the school to provide another line of contact and communication.

Teachers also helped by aiding the counselor to choose bright, popular, well adjusted children from most classrooms for him to see first. This could account partially for the fact that in the minds of most of the children, a trip to the counselor's office was something to be desired.

Sociograms were used as a basis for calling in students, once the individual interviews were under way at Wall Street School. Starting with some stars, then isolates, then the moderatley popular students, the counselor ended with stars. The counseling interviews were taped from the beginning to condition the students for future sessions.

The counselor found that the most successful session with intermediate children averaged about 30 minutes, while the ones with primary children ran between 15 and 20 minutes. Probably the greatest indication of the success of the program was the enthusiasm and interest evinced by the children in these counseling sessions.

Teachers

The most important form of consulting at Wall Street School was reporting back to teachers following interviews with their students, not to reveal confidences of children but to aid the teachers in meeting the needs of the children. This was not done for every child, but it was done for those who had been referred and where the counselor felt she had a clue for motivation, instruction, or alteration of the climate in the classroom. Eventually most teachers started coming to the counseling office for these conferences and began talking freely, knowing that the counselor was not a supervisor, administrator, or evaluator.

The counselor at Spring Hill feels strongly that the time spent in consulting and conferring with the principal, teachers, and special staff was very valuable. The teachers were eager to talk with the counselor about their children and were most receptive to the ideas and suggestions he made. Conferences with the teachers involved almost invariably preceded and/or followed the counselor's contact with an individual child or groups of their children.

Parents

Public relations activities at Spring Hill included an evening meeting held in the recreation center of a government housing project which feeds the Spring Hill School. The meeting was sponsored and advertised jointly by the Homemakers Club of the neighborhood and the office which served the housing development. Meeting with and gaining the confidence of a number of parents at this meetiing served to enhance the image of the counselor among the parents of the school.

There were several occasions for individual contact between the counselor and Spring Hill patrons. These contacts included teacher-parent conferences to which the counselor was invited; conferences involving the principal, parent, and counselor; and the many conferences between just the parent and the counselor.

At Wall Street following P.T.A. meetings, parents and school personnel were encouraged to meet socially. These parents seemed genuinely concerned about their children, showed much interest in the pilot program, and spoke of their children's enthusiasm for having the counselor as their "friend."

There were many incidents when Wall Street parents came to the school without appointment or notice. The counselor conferred with these parents, if at all possible, any time they came. On occasion the principal and/or teacher invited the counselor to participate in parent-teacher conferences.

In all cases, the counselors strove to enhance, rather than detract from, the teacher-parent and parent-principal relationship.

Groups

To meet the demand for appointments from the Wall Street first-graders, the counselor decided to have groups of five or six students come to the office to see and discuss a filmstrip on "good school manners." As a means of settling who should be first, the teacher agreed to let the completion of a given assignment determine the order. The counselor was delightfully surprised to find that the boy who had balked at doing every task was the first in to see her.

Sixth-grade orientation to junior high was accomplished by means of room-group guidance. The pupils showed such interest and concern that small counseling groups were later formed. Fourth-grade groups also were formed for the purpose of a study. The results of this study are included in the section on research.

Group activities at Spring Hill could be considered guidance sessions during the first semester and counseling sessions during the second semester. A set of booklets titled "Getting Along" was obtained for the group guidance. The children in the intermediate grades were very enthusiastic about reading and discussing these booklets. One group of boys even gave up their recess for this activity.

Groups were formed in the third and fifth grades including both stars and isolates as determined by sociographs done in each room. The purpose was to increase the level of acceptance of the isolates. The results were inconclusive, but the relationships within the group setting were much better than they had been in the room or on the playground.

SUMMATION AND CONCLUSIONS

Continuing efforts should be made to fix the image of the counselor as one who is important to all children.

A program of regularly scheduled counseling sessions for all children is effective to use where teachers are resistant, hesitant, or unsure of the need and/or merit of an elementary guidance program. It provides an opportunity for them to practice determining bases for referrals of students for counseling.

Given the continued support of the principals and teachers of these pilot schools, the prognosis is very favorable for continuing and developing Pilot Programs in Elementary Guidance.

School City Of Mishawaka

Battell School **Dorothy Jeddeloh, Counselor**
Beverly Johnson, Counselor

PHILOSOPHY

Elementary counseling, as with any counseling, is helping a person to gain an insight into his own problems, to make adjustment to his environment, and to see himself through periods of stress and strain. Elementary counseling is based upon DISCOVERY AND DEVELOPMENT.

The elementary counseling program is good for everyone. Limiting the services of the counselor only to the emotionally disturbed or to those of extreme need would deprive the normal healthy child of assistance with the usual experiences of maturation. Through the philosophy of early discovery, the program also becomes preventive in essence.

THE COMMUNITY

Mishawaka has a growing population of more than 34,000 persons. The principal source of employment is four big industrial employers; however, many smaller industrial plants manufacturing diversified products help to provide a quite stable and at times "booming" economy.

People from nearly every European country have settled in Mishawaka, with the largest single nationality group that of Belgian descent. The Negro population is conspicuously small.

Because of its proximity to South Bend, the city has available the same educational, fine arts, and college opportunites. Four institutions of higher education are in the community—St. Mary's College, Notre Dame University, Bethal College, and the South Bend-Mishawaka Campus of Indiana University.

The School System

The Mishawaka Schools at present have comprehensive guidance programs at the junior high and high school levels. For the past three years, a pilot program in elementary counseling has been conducted upon a referral basis by the director of guidance for six of the ten elementary schools. This understandably has been a limited program.

One of the in-service training programs carried out during recent years was an experimental program for one semester at Battell School, utilizing the services of the clinical psychologist and a psychiatric social case worker working with all members of the staff in developing attitudes and awareness concerning pupil problems in the classroom.

Battell School is one of the larger elementary schools in the city, with an enrollment last year of 571 pupils in kindergarten through grade six. Although Battell is one of the oldest schools in the city, it has been kept in good condition through a carefully planned program.

The Battell School community is comprised of families ranging from lower lower class to upper middle class. Recent studies have disclosed a large proportion of culturally deprived, juvenile delinquents, children from broken homes, ADC and welfare recipients, and hard core unemployed who live within the school district.

DESCRIPTION OF THE PROGRAM

The Original Objectives

The goal of the elementary guidance pilot program is for its counseling program to function in four major areas:

1. To provide study and appraisal through teacher referrals, testing, etc.
2. To provide counseling services for all pupils, including planned group situations.
3. To provide consultive services for teachers, parents, principal, and other specialists.
4. To conduct follow-up studies and evaluative research.

Pupil Study and Appraisal. The counselor, with the cooperation of the classroom teachers, identifies students with talent, students who are under-achievers, students with emotional and adjustment problems, students with behavioral disorders, students with family problems, and students who would fall into the category of culturally disadvantaged.

The counselor administers evaluative devices such as individual ability tests, personality inventories, interest inventories, and she coordinates and acts as consultant in administering and interpreting standardized group tests of ability and achievement.

Counseling Services. The counselor provides counseling services for all pupils in the school including the gifted, the slow learner, the under achiever, the emotionally disturbed, the culturally disadvantaged, and those with behavioral problems. The counselor is responsible for planned group guidance activities involving orientation to the new school, bridging the gap to the next school experience, and teacher-conducted group guidance projects.

Consultive Services. Extensive family counseling, home visitations, staff conferences with teachers, principals, and other special area specialists, are of major concern to the counselor in the school. Referral to appropriate community agencies for more serious cases is processed and implemented by the counselors.

Evaluative Services. The counselor is responsible for developing and using evaluative techniques and devices and for follow-up studies for students and their family situations.

The Modified Objectives

No need was evident for any modification of the stated objectives.

The Staff

Two counselors, Mrs. Dorothy Jeddeloh and Mrs. Beverly Johnson, served at the Battell School under the direction of the director of guidance, Miss Jane Bebb.

Mrs. Jeddeloh holds a Bachelor's Degree in elementary education from Northern Illinois University and a Master's Degree in guidance from Indiana University. She holds a general elementary license, life first grade; and a supervisor of guidance license, life in Indiana. She had had 15 years of successful teaching as a reading specialist in the elementary schools of Mishawaka.

Mrs. Johnson received her Bachelor's Degree in elementary education and her Master's Degree in guidance from Ball State University. She holds a general elementary first-grade license, a supervisor of guidance license, and an elementary principal license in Indiana. She had had 10 years of successful primary teaching experience in the Mishawaka schools.

The Facility

The counseling facilities consisted of a regular 30- by 40-foot classroom divided by partitions into two 15- by 15-foot offices, and a 30- by 25-foot waiting room. The petitions provided sufficient visual privacy, but the audio privacy was not as adequate as it might have been.

In order to improve the general appearance of the offices and to make them more attractive to children, the rooms were painted and drapes were made. The usual and necessary office equipment was provided, and the counselors devised meaningful bulletin boards, plant arrangements, framed pictures, and knickknacks.

Play Media

Ten car models, ten airplane models, one ship model, two games of checkers, picture dominoes, snap and play building blocks, construction blocks, a flannel board, face blocks for developing discrimination, Kiddie Kards, a stuffed dog, number flash cards, number sticks, puzzles, crayons, paints, and clay were provided and used for establishing rapport and for facilitating communication with certain types of counselees.

For role-playing, the guidance department purchased two telephones, two sets of wooden figures representing a family, a set of hand puppets, rubber bendable dolls, and assorted sacks for use in making puppets which could take on any identity.

The Pre-School Planning

During the two-week pre-planning period, time was spent developing records, beginning individual records, planning a schedule, and setting objectives and guidelines.

A meeting was held with the assistant psychiatric medical director of the South Bend Mental Health Clinic who discussed the best procedures for home visits, counseling children and students, and working with teachers.

The counselors visited the St. Joseph Mental Health Clinic where they were shown the play therapy areas and were advised on the play materials which would be most valuable in the guidance services.

Mr. Fred D. Horn, the Battell principal, during one of the pre-planning sessions, discussed background information about the Battell School Community.

Each day Miss Jane Bebb, Guidance Supervisor, assisted in the preplanning by reviewing the philosophy of guidance, examining various usable techniques, summarizing recent research in the field, and emphasizing the objectives and goals of the pilot program.

Orientation

In addition to placing articles in the local newspapers, the counselors mailed a letter to every school family in the district at the beginning of school, explaining the pilot program and inviting everyone's participation. In November the counselors participated in the P.T.A. Open House and distributed leaflets which highlighted the objectives of the program and the place of the counselor in the school environment. After the general meeting the counselors were available in their offices to answer any questions. The response was very gratifying.

At the first scheduled teacher's meeting, the counselors explained the guidance program to the school faculty. At various times throughout the year, the guidance personnel had an opportunity to acquaint the teachers further with the varying aspects of the program.

As soon as possible after the beginning of school, the counselors visited each classroom and were introduced to the students by the teachers. This provided an opportunity for the counselors to explain their role to the pupils. It was made clear to each child that the program was for every individual, and an initial interview was scheduled with every pupil.

Good public relations were promoted through guidance articles which appeared in the Battelion, a weekly school publication.

CUMULATIVE SUMMARY OF COUNSELORS' DAILY LOG

Distribution of Types of Cases

Although referrals often were made for multiple reasons, an attempt was made to classify the cases into four major areas: 41 percent were emotional problems, 24 percent were social problems, 21 percent were underachievement problems, and 14 percent were behavioral problems.

Originating Referral Sources

By far the largest number of referrals were made by the students themselves, the statistics showing 82 percent in this category. The teachers were the second highest source of referrals, with 14 percent of the total referrals made by them. Parents referred 4 percent of the pupils to counseling, and a few cases were referred by special personnel at the school.

Testing and Interpreting

Part of the guidance service at Battell School has been with the testing program. Individual and group mental abilities and achievement tests were administered at the request of the teachers. Conferences including the parent, teacher, and counselor often were held for interpretation of these tests. The counselors also assisted in the screening procedures in order to set up the remedial reading program.

Home Visits

Some home visits were made to secure the parents' permission for the school psychologist to administer individual tests to their children. The majority of home calls, however, were made with the main objectives to reach into the home, explain and clarify the work of the guidance program, and obtain parent reactions to the pilot program. The results of the home visits were gratifying to both counselors.

Teacher Conferences

Group conferences with the principal, the teachers, and other school personnel were held to determine class assignments, to decide about promotions and retentions, and to discover positive ways of dealing with children who were having difficulty in adjusting to the school situation.

The counselors held many individual conferences with teachers for the purpose of understanding better the problems of the students in counseling.

COUNSELING

Pupils

Each primary child was asked to make a picture of his family for his initial interview. Because this family picture portrayed a familiar part of the child's life, it enabled the child to communicate freely. These often were displayed on the bulletin boards and were included later in his permanent record.

After the initial interview, the counselors used techniques such as role-playing, open-end questions, and some reflecting. The play media were used extensively at the primary level to help establish rapport with the child who found it difficult to communicate.

At the intermediate level the counselors used somewhat different approaches and techniques. For the initial interview each pupil completed a form composed of open-end statements and some wrote autobiographies. The upper-grade children also responded well to role-playing and reflection. In some instances building models helped to establish rapport.

Teachers.

The emphasis of the counselors' work with teachers was devoted to individual consultations with teachers. The purpose of these consultations was to develop a greater understanding through an exchange of ideas.

Throughout the year, the counselors met in parent-teacher-counselor sessions for a better understanding of the problems which confront the child at home and at school. From these consultations, plans of action evolved which were noticeably helpful.

Parents

The counselors found working with parents a very rewarding part of the program. Communication between counselors and parents often was effected by the use of the telephone. Frequently parents called to arrange for a parent-counselor conference. Sometimes the parents asked for a teacher-parent-counselor conference.

Parents were encouraged by the counselors to telephone, to visit, and to participate in the Pilot Program in Elementary Guidance. Of the 381 families located in the Battell School district, the counselors worked with 218 of these families throughout the school year.

Groups

In many instances group counseling developed from a felt need on the part of the students. Some of the pupils formed their own groups and requested counseling sessions. When a common problem existed and the students indicated a desire to talk together, these group sessions were initiated.

In fostering group guidance classes, the counselors had opportunities to promote better attitudes, positive behavior patterns, and everyday courtesies. Some of these group activities culminated in group parties and excursions.

SUMMATION AND CONCLUSIONS

There should be continued emphasis on individual counseling as compared to group counseling. Evaluative procedures for the Pilot Program in Elementary Guidance should continue to include letters written by teachers, parents, and children in which they may express their feelings about elementary guidance.

The counselors recommend that some provision be made to prevent sound from traveling from one office to another and from the offices to the waiting room; that teachers continue to be encouraged to include counselors in parent conferences; that a concerted effort be made by the counselors to get acquainted with as many families within the school community as possible; and that a part of each week be allotted to evaluation and the sharing of experiences with each other and with the director of guidance.

Judging from the parent reaction, teacher reactions, and student reactions, the guidance program has become a vital part of elementary education at Battell School. In the near future, the staff predicts that the program will be strengthened and expanded to other schools.

The emphasis on counseling for all children at the elementary level for early detection of problems, early prediction of outcomes, and early action for remedial and preventive measures, is one of the most significant movements to facilitate elementary education in a long time.

South Adams Community Schools

Berne Elementary School	John A. Kirchhofer, Counselor
Geneva Elementary School	Larry A. Andrews, Counselor

PHILOSOPHY

All pupils have social, academic, and personal needs which should be met in order for them to make a satisfactory adjustment to the total environment. There is a need to aid children to gain personal insight and to work out solutions to everyday concerns. Elementary counseling, as a part of the total school team, can help in achieving this goal.

The purpose of this Pilot Program in Elementary Guidance is to help in the development of self-direction of all pupils. Attention is focused on assisting students to integrate such primary group forces as the school, the home, the church, and peer relationships—the forces which will form the foundation for the pupil's adolescent and later years. The aim is to blend these forces into a harmonious whole.

THE COMMUNITY

The South Adams School Corporation is a rural school district of 103 square miles. There are two small towns in the district: Geneva, population, 1,100; and Berne, population, 2,750. They are located about 40 miles south of Fort Wayne close to the Ohio state line.

The median family income of both Geneva and Berne is about $6,000, with most of the school patrons employed in small industries in the local communities.

Within the communities is a large Amish population with very strict educational, religious, and moral beliefs.

The remainder of the district is a stable, conservative, and middle socio-economic community, principally of Swiss descent, with much emphasis on higher education.

The School System

The high school guidance department was initiated seven years ago and has progressed through the years. It was because of the existing secondary guidance services that the administration believed there was a need to expand the services to the elementary schools.

It was the administration's opinion that students in the elementary grades could benefit most if these services were started at the kindergarten level. The school population in these grades was 1,002.

The school's environment blends with that of the community, and the boundaries of the district and the school are synonomous. The schools represent the total community.

DESCRIPTION OF THE PROGRAM

The proposal as submitted to the State was based on the premise that every student in the school has a right to certain guidance services. The objectives were a means of implementing this goal.

The Original Objectives

1. To interview every student in the school.
2. To create a climate whereby the students would feel free to utilize the counseling service.
3. To secure referrals from the classroom teachers and counsel with students who have been observed to have emotional, personal, or educational problems.
4. To arrange parent-counselor and parent-teacher conferences. To create a school atmosphere in which parents would feel free to come and discuss problems their child might be having in the school setting.
5. To implement group counseling.
6. To maintain a system of guidance records for each of the elementary students.
7. To arrange counselor-teacher conferences to inform the teacher, thereby exchanging views of observations on a particular student or class.
8. To make occupational information available to the elementary students.
9. To evaluate the present testing program and possibly revise the entire program.
10. To develop a guidance library which would be related primarily to the elementary program.
11. To attempt to make the entire community aware of the guidance program.

The Modified Objectives

The original objectives were broad enough in scope so that no modification of them was necessary.

The Staff

Larry A. Andrews served as one of the counselors at the South Adams Community Schools. He holds a Bachelor's Degree from Indiana Central College, and a Master's Degree in elementary administration from Ball State University. Mr. Andrews has both an elementary teaching certificate and a supervisor of guidance certificate, and he has completed an additional year of graduate work in the area of elementary guidance. He has had five years of elementary teaching experience.

John A. Kirchhofer was the other elementary counselor. He completed his Bachelor's Degree at Miami University and his Master's Degree in elementary administration at Ball State University. He has an elementary teaching certificate and a supervisor of guidance certificate, and he has completed additional graduate work in elementary guidance. Mr. Kirchhofer has had six years of teaching experience at the Berne Elementary School.

Robert Hanni, Guidance Director of the South Adams Community Schools, envisioned the elementary guidance program long before it became a reality, and throughout the first year he has continued to give his strong support.

The school staff, which consists of the director of guidance, the counselors, the elementary principals, and the elementary teachers, was an integral part of the total guidance program. The school nurse has worked closely with the rest of the staff.

The Facility

The guidance offices were comprised of two private rooms, each 10 by 7 feet, provided at the Berne School. The two rooms were decorated to create a climate that was conducive for counseling. They were adequately equipped with the usual office necessities.

The guidance offices were located in such a way as to give the student the sense of privacy needed during the counseling session. Audio privacy also was assured by the arrangement of the offices.

Play Media

Play media such as art supplies and the typewriter were used in the counseling process. These media were used mainly for the purpose of establishing rapport with pupils.

Through media such as these the students were able to express themselves in a non-vocal manner, and thereby make the counseling relationship more meaningful.

The Pre-School Planning

The professional staff, the director of guidance, the counselors, and the principals who had been responsible for the proposals for the Pilot Program in Elementary Guidance also were active in the preplanning session.

The pre-planning consisted in large part of formulating activities which would facilitate the objectives of the pilot program.

Orientation

An informative program was presented to the Parent Teachers Associations at both Berne and Geneva early in the school year. Many informal individual parent contacts then were made for the purpose of clarifying further the Pilot Program in Elementary Guidance to the school patrons and the community.

Much effort was directed toward individual teacher contacts, with many informal chats throughout the day and discussions of the pilot program after regular school hours.

At the start of the school year, the elementary guidance program was introduced to the pupils through group sessions and through individual contacts and interviews. Although many of the students were familiar with the elementary counselors, these contacts served to explain the guidance program and the services offered.

During the year the majority of the service clubs were visited to inform the community of the Pilot Program in Elementary Guidance. In small communities such as Berne and Geneva, this type of public relations reaches nearly every patron in the community.

CUMULATIVE SUMMARY OF COUNSELORS' DAILY LOG

These records were kept jointly by Mr. Andrews and Mr. Kirchhofer, and they include both Berne and Geneva cases, although the location of the offices at Berne tended to concentrate the guidance effort there.

Distribution of Types of Cases

Throughout the school year 45 percent of the 608 students making use of the guidance services were in for general interviews, 25 percent were counseled for educational problems, 15 percent for social problems, 13 percent for personal problems, and 2 percent for occupational concerns.

Originating Referral Sources

The Pilot Program in Elementary Guidance at the South Adams Community Schools received 75 percent of its referrals the first year from adults significant to the student. These were largely from the teaching staff, but a few were made by the administration and by the parents.

The remaining 25 percent were self-referrals made by the students as they felt the need of the guidance services.

Testing and Interpreting

A total of 36 testing sessions were conducted by the counselors. During these sessions, achievements, abilities, and reading readiness tests were administered.

Home Visits

During the school year 13 home visits were made by the counselors. These visits involved such things as academic concerns, social concerns, and poor attendance.

Teacher Conferences

Many teacher-counselor conferences were held throughout the year. They were held during and after regular school hours. These conferences provided the counselor with a way of keeping the teaching staff informed concerning the work of the elementary guidance program.

In several teachers meetings, information on tests, group guidance procedures and objectives, and the general objectives of the Pilot Program in Elementary Guidance were discussed.

COUNSELING

Pupils

The opportunity was available for all students to visit the guidance offices. Each child had access to the services when a need was observed, or the child could write a note and place it in the centrally located mailbox for a later appointment. Whenever the initial session indicated that more sessions would be needed, additional appointments were scheduled and the teacher was notified.

A confidential record was kept on every student who visited the office. This confidential record greatly facilitated subsequent counseling sessions. In addition, the guidance office had up-to-date permanent records on each elementary pupil, which also were helpful in the counseling sessions.

Referrals to other agencies were made, with parent approval, when the situation presented itself.

Teachers

Intermittently, counselor-teacher consultations were scheduled in order to discuss pertinent information on the child being counseled. Each teacher was notified and was kept current on the progress of every child in extended counseling. During consultations much time was spent in the discussion of pupil concerns.

Parents

Most of the counseling or consulting with parents was done at school. On certain occasions, however, the counselor visited the home.

Generally, when the need arose, a telephone call between counselor and parent was sufficient to bring the parent to school, and counseling with the parent would be initiated.

Groups

As a part of group guidance, group discussions and filmstrips on several topics were explored. These included topics such as Growing in Citizenship, Study Skills, and Living Together in School. In this endeavor, most of the attention was focused upon the upper elementary grades; however, the primary grades also were involved in group guidance.

Several group counseling sessions met at various times throughout the school year. These groups were composed of students with similar concerns. They usually were scheduled to meet twice a week, and in general they met for about two months.

SUMMATION AND CONCLUSIONS

The Pilot Program in Elementary Guidance at the South Adams Community Schools has been a positive force in the school system and in the community.

As progress is made, however, certain changes become evidence. A more centralized guidance office would make the services more readily available to the students. The counselors see a need for more use of various play media and for more parent contacts. Furthermore, the elementary guidance services may wish to engage in more group counseling and to expand the existing group guidance through the use of more filmstrips, printed materials, and discussions.

As the elementary guidance program continues to progress, a counselor in each elementary school in the school system would be a worthy goal.

Although elementary guidance has not yet reached its greatest potential and changes may be slow to come, a start has been made and the reaction of the students, the staff, the administration, and the community gives rise to expectations of even greater growth another year.

South Bend Community School Corporation

Benjamin Franklin School — Archie Bradford, Counselor
Forest G. Hay School — Leona Flynn, Counselor

PHILOSOPHY

Considerable evidence is available that many different problems of students at an older age might have been resolved, or prevented, if they could have been identified during their earlier formative school years.

Early identification of emotional, social, educational, or physical handicaps can allow assistance by the teacher and parent to help individual students to overcome, learn to compensate for, or learn to live with identified problems. Elementary guidance can play a major role in this early identification.

Guidance is conceived as being for all students, focused upon the individual, concerned with the normal problems of the developing student, and a cooperative endeavor with pupils, parents, school, and community.

THE COMMUNITY

South Bend is an urban, industrial community, located in St. Joseph County in north central Indiana. It has a population of approximately 135,000. There are high and low educational and income levels, skilled and unskilled laborers, farmers, and professionals from many nationalities.

In the highly diversified South Bend area, approximately 34 percent of those employed work in manufacturing, with about 66 percent employed in non-manufacturing classifications.

South Bend ranks third in Indiana in population, and it is a typical cross-section of America as has been shown by the numerous marketing and research studies conducted there year after year.

The School System

The South Bend Community School Corporation is a reorganized school district composed of the City of South Bend and the townships surrounding the city. Two elementary schools in the school district were involved in the Pilot Program in Elementary Guidance, and two were used as control schools.

Franklin School had a school enrollment of more than 330 students in grades kindergarten through six. About 75 percent of the children in the area came from low socio-economic homes. Many came from broken homes where the fatherless families are large, creating an almost impossible situation for the mother. The main source of income for these families was welfare agency money.

Because of the unstable home conditions of these children, they often are slow learners academically, have poor attendance, are socially and emotionally not well adjusted, and could be recognized as potential drop-outs.

Hay School had a school enrollment of 383 students in its kindergarten-through-six program. The school serves a community classified as average to above average socio-economically. The community is a suburb of South Bend, and school boundary lines border the city limits along the south edge of the city. There were numerous churches in the area, and it had many active civic and cultural groups.

Special instruction was given in the areas of art, music, and speech therapy, and a hot-lunch program was provided.

DESCRIPTION OF THE PROGRAM

The Original Objectives

1. To demonstrate that the employment of full-time elementary school counselors facilitates the identification of pupils who need special attention. Efforts to attain this objective include familiarizing teachers and parents with the characteristics of students who need special help, the types of referral services available, and the procedures for their utilization.
2. To demonstrate that elementary school counselors provide services and skills needed and accepted by pupils, teachers, and parents. Efforts to attain this objective include orientation of these groups (including P.T.A., etc.) to counselor role and function, and the active engagement of counselors in pupil counseling, working with teachers, and consulting with parents.

The Modified Objectives

The objectives were not modified throughout the school year although some specific effort to attain the objectives has been modified somewhat when any one direction proved unnecessary or unrewarding.

The Staff

In the Franklin School Mr. Archie Bradford, who had been a teacher there for three years, was the elementary counselor. He received his Bachelor's Degree in elementary education from Southern Illinois University and holds an Indiana General Elementary Provisional license. He earned his Master's Degree in guidance at Ball State University. Previous to his assignment at Franklin, Mr. Bradford had had seven years of military service and two years of teaching experience in Illinois schools.

At the Hay School Miss Leona Flynn, who had been an elementary teacher at another school in the system, was the elementary counselor. She received her Bachelor's Degree in elementary education from St. Mary's College and her Master's Degree in guidance from the University of Notre Dame. She holds a General Elementary Provisional license and has received her guidance certificate. Miss Flynn has had 11 years of teaching experience at the elementary level.

The Facility

The guidance office at Hay School was comprised of a waiting room approximately 7 by 11 feet in size, surrounded by a double-wall partition reaching from the floor to the ceiling, an office 11 by 12 feet in size; and a group counseling room approximately 28 by 23 feet, separated from the office by a double-wall partition reaching from 8 inches above the floor to a height of 9 feet. These facilities, which provided both audio and visual privacy for the office and the group counseling room, were ready at mid-year.

The facility at Franklin School was used primarily as a place for individual counseling. The counselor's office and the counseling room utilized an 8- by 10-foot area of a 10- by 22-foot room. It was divided by a partition which extended three-fourths of the way to the ceiling. There was visual privacy, but very little audio privacy.

Play Media

The counselor at Franklin School counseled without the use of play therapy equipment such as dolls and play telephones. The counselor believed that if he could know each student, and at least one other family member, and also use an approach with the pupil that would make him feel at ease and interested at the beginning interview, these media would not be necessary.

The counselor at Hay School made extensive use of play media such as stuffed toys, play telephones, puppets, drawing paper, a rubber doll family, crayons, modeling clay, and a Counselor's Mail Box to receive written requests for appointments.

These materials were quite successful in helping children feel more relaxed in a new atmosphere. They have provided a means of breaking down the barriers that often are put up to hide a problem from a stranger.

Some children who were unable to communicate their problem in any other way have been able to express themselves through art work or by using the play telephones. The opportunity to cuddle a stuffed toy offered the needed security that a child was seeking. The words that would never be said by the child himself could be expressed through a puppet or a doll without the child's feeling that the responsibility for the words was his.

The Pre-School Planning

Both counselors were present in their respective schools two weeks prior to the beginning of the school year in order to prepare the necessary materials, room arrangements, and other preparations necessary to begin work the day the students entered.

At Hay School a portion of the pre-planning time was spent collecting and organizing the testing materials on hand, reviewing the recommendation for placement of some of the children which was made by the teachers the previous year, testing certain children and interpreting these results, parent interviews, and in consultation with the administration.

The counselor at Franklin School completed the pre-planning under the direction of a guidance instructor from Ball State University.

The program was written complete with philosophy, objectives, and needs by the counselor and later was presented to the staff for their additional recommendations.

Orientation

In order not to advertise the counseling program to the community in a manner disproportionate to the rest of the educational program within the schools, news releases were given at intervals after the program was under way.

The parents of both schools were made aware of the Pilot Program in Elementary Guidance early in the school year through well attended P.T.A. meetings where the focus was on the counseling program.

Staff and pupil orientation to the program started early in the year with scheduled visits to each classroom by the counselors for the purpose of personal and program introduction.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

The statistics for each school were compiled separately.

Distribution of Types of Cases

At Franklin School 44 percent of the problem cases were seen as lack of environmental information; 18 percent were lack of environmental support; 14 percent were lack of self-information; 13 percent were lack of skills, either learned or innate; 8 percent were environmental obstacles; and 3 percent were caused by a distorted self-concept.

At Hay School 34 percent of the problem cases fell in the area of educational or occupational concerns, while the remaining 66 percent were in the area of personal or social concerns.

Originating Referral Sources

The referrals at Franklin School show 30 percent were made by the students themselves; 22 percent were made by teachers; 9 percent by the administrator; 5 percent by the psychologist; 3 percent by service agencies; and an additional 31 percent were requests by the counselor.

Early in the year at Hay School there were referrals at the primary level by the teachers. Some intermediate pupils were referred by their teachers, most were for educational problems. The use of the Counselor's Mail Box greatly increased the self-referrals of those pupils past the primary level, and parents were most cooperative in referring students to the counselor.

Testing and Interpreting

The counselor at Hay School administered tests during 64 testing sessions and held 240 test interpretation sessions. All fourth- and sixth-grade students, as did their parents, had a personal interview with the counselor during which they were given an explanation of the results of both intelligence and achievement tests interpreted in stanines.

The Franklin School counselor was involved in the administration of six standardized tests and four make-up test sessions. Test interpretations were made in 36 cases either to the student or to his parents. In addition, pre- and post-testing sessions were held with the administration.

Home Visits

The large number of low socio-economic homes in the Franklin School district necessitated many home visits by the counselor. Visits were made to welcome new families to the school district and to make them aware of certain referral agencies. The parents who would not or could not come to school when needed were visited many times. Visits also were made by the counselor and the new teachers at Franklin to acquaint them with the parents of their students.

Few home visits were necessary at the Hay School because of the comprehensive test interpretation project; each fourth-grade, sixth-grade, and kindergarten parent had an individual interview with the counselor.

Teacher Conferences

The counselor at Hay School worked with teachers in planning the fourth-grade sections at the beginning of the year, participated in many parent-teacher conferences, and conducted several in-service sessions for them. The in-service programs were on the counseling program, the method of counseling, the testing program, the interpretation of test results, the various characteristics of students at each of the grade levels, and methods of participating in and evaluating parent-teacher conferences.

The counselor at Franklin School worked with teachers in grouping students for class sections, preparing for and participating in parent conferences, and establishing programs suited to the individual student. In addition, the counselor found informal meetings with the teachers in the lounge, halls, and on the playground were most successful.

COUNSELING

Pupils

At the Franklin School in the pilot program, most of the counseling at the primary level was done in groups.

Students at the intermediate level were seen more often than any other grade level for preventive type problems. The program was not intended to be corrective in nature but, in this school district with many disadvantaged homes, this seemed to have been the greatest need during the first year of the program.

The primary pupils at Hay School were able to feel "at home" in the counseling room because the toys, pictures, and other play materials helped provide the security they sought. Most counseling of this sort was of a personal-social type and required but a session or two.

At the intermediate level much of the counseling was accomplished through group sessions. A few fifth graders were referred by their teachers for individual counseling, generally for educational problems.

Teachers

Consultations were held regularly by the counselor with the teachers at Hay School regarding students involved in group and individual counseling. At the end of the school year the principal, the counselor, and each teacher met to discuss the members of each class in an attempt to plan each student's academic program so that it would best serve his needs.

The counselor at Franklin School found that the most favorable time to consult with teachers was after one of their students had been referred for counseling and after the first counseling session. A one- or two-page newsletter distributed to the teachers each week with guidance news, including portions directed toward child development and behavior, was used to advantage.

Parents

Work with parents seemed to be one of the most difficult, time-consuming, and often rewarding problems of the Franklin School Pilot Program in Elementary Guidance. These parents frequently needed funds and other basic needs before they were able to be concerned with the problems of one of the many children in the home. In these instances the counselor served first as a referral source and later counseled with the parents on the concerns of the children.

At the Hay School the same stanine test results that were shown to the individual children in the fourth and sixth grades also were reported and explained to the parents. After these test results were interpreted, a group of fourth-grade students' parents and a group of sixth-grade students' parents formed study groups. These groups met every two weeks and discussed such topics as the psychological, social, and intellectual characteristics of their children.

Before a mental abilities test was given to the kindergarten children of Hay School, a parent meeting was held to explain what the test was and what the scores meant. After testing, individual meetings were held with the parents of those children whose scores indicated that a second year in kindergarten would be advisable, and another group meeting was held with the remainder of the parents.

Groups

After test interpretations were given in the fourth and sixth grades, many students from Hay School wanted to discuss the results at greater length, especially if their achievement was much lower than their potential ability. At the fourth-grade level, four group guidance sections met several times during the noon hour to discuss ways of improving achievement. Gradually these meetings changed to group counseling as the discussions moved from academic concerns to personal-social topics.

In addition, several group counseling sessions were held with first-grade students and intermediate girls. It was believed that these group sessions encouraged many other students to make individual appointments with the counselor.

The counselor at Franklin worked with primary students in group guidance when the teachers and the counselor together saw a common need. Simple guidance books were used in these sessions to help establish rapport and as an aid to the counselor in gaining knowledge about the student.

In addition to the many primary guidance groups, the counselor worked with 12 groups at different grade levels.

SUMMATION AND CONCLUSIONS

At Hay School, as in any pilot program, we see some areas that need slight adjustment, as the feedback to the staff on those pupils in counseling; other areas that need to be explored, as the establishment of a guidance steering committee from Hay School and the junior high schools for which it is a feeder school; and a few areas where changes have been made, as the new facilities which were ready at mid-year. We shall continue to explore the horizon of service for this program.

The future of the Pilot Program in Elementary Guidance at Franklin School looks very bright. Inadequate facilities, which seemed to have hampered the program the most, will be improved before the next school year. This should increase the number of counselees and allow for more productive counseling sessions.

The counselor was able to try many different approaches this year and now has direction for the future. He has been able to create a different kind of image from other school personnel with a definite and defined role as elementary counselor. We look with anticipation to the new challenges another school year will bring.

Wabash City Schools

West Ward School

Arbella Davis, Counselor

PHILOSOPHY

Guidance is based on the recognition of the individual in his uniqueness. Guidance is a part of education—it is that part that concerns itself with the academic, social, environmental, and physical needs of the individual.

It is important that early identification of these needs be made, because the earlier they are identified, the easier and quicker it will be to learn to live with, or to compensate for, the identified problem.

Elementary guidance is designed to aid in the development of positive attitudes toward self and socially acceptable patterns of behavior.

THE COMMUNITY

Wabash, the county seat of Wabash County, is a city of 13,000 located 50 miles southwest of Fort Wayne. It is the center of the surrounding farming community and also has some industrial development.

The School System

Enrollment at West Ward School for the 1965-1966 school year was approximately 315 students. A large percentage of these children came from an area in Wabash where there is little cultural advantage and the income is generally very low. In some families both parents were working; in others, neither parent was employed; and in still others, alcoholism was a growing problem.

With this type of background, many of the students had emotional problems resulting in poor behavior patterns and low scholastic records. All of these are contributing factors to the drop-out problem later in the student's academic life.

Adding to the social climate at West Ward was the student population made up of children who came from average middle-class homes and those in two special education classes, classified as M-1, who were housed in the school but not considered part of the enrollment.

DESCRIPTION OF THE PROGRAM

The Original Objectives

1. To meet the peculiar needs of the physical maturing of the child.
2. To assist in the forming of sound and acceptable social adjustments during a period of rapid and confusing social development.
3. To aid in meeting and developing positive emotional standards.
4. To aid the student in learning about himself.
5. To aid the formation of teachable class groups.

6. To encourage vocational interest through occupational information.
7. To aid in satisfying intellectual curiosity.
8. To aid in increasing the holding power of the schools.
9. To aid the pupil in the suitable choice of his educational program.
10. To evaluate the effective use of the guidance program through follow-up in the junior high school.

The Modified Objectives

The proposed program called for equal counseling time for all grade levels. This program was modified at the end of the first semester when it became obvious that the counselor's time was being spread too thin.

The decision was reached to restrict the more intensified counseling to grades four through six. This in no way affected the referrals from the primary teachers, as all were accepted; it simply meant that the counselor would make no attempt to isolate problems in the primary classrooms.

The Staff

Mrs. Arbella Davis was the counselor in the Pilot Program in Elementary Guidance at the West Ward School. Mrs. Davis had had three years of counseling experience, two being in elementary guidance, prior to her work with the pilot program. Full responsibility for directing the pilot program was hers.

Other professional staff members contributed to the effectiveness of the program. Those actively participating were the teachers, the principal, the attendance officer, the speech therapist, the nurse, and the psychometrist.

The Four County Mental Health Clinic has rendered most valuable service to the students at West Ward School and to the counselor.

The Facility

West Ward School is housed in a modern school building with 13 classrooms and a gymnasium or multi-purpose room.

The counselor's office is located in a bright, cheerful room at the front entrance of the school building. The room formerly was a classroom, which allowed ample space for group activities. Complete audio and visual privacy was provided by these guidance facilities.

Play Media

Use was made of play media by the counselor at the West Ward School; however, it was believed that the best "tool" in the guidance program was a personal acquaintance with each student. One activity which proved helpful in attaining this goal was that the counselor made it a point to be in the halls when the students entered or left the building. It was during this time that the counselor made many informal contacts with the students.

The Pre-School Planning

The formation of the Pilot Program in Elementary Guidance at West Ward School began late in the winter of 1964, at the time the National

Education Defense Act was extended and amended to include elementary schools under Title V-A.

The actual planning and work on the pilot program started in the middle of August, 1965. This period of time, beginning two weeks before school opened, was spent in guidance facility planning and work on the cumulative records of the students.

Orientation

An article in a local newspaper early in the fall described to the community the program and the services to be offered by the pilot program.

A short talk was given by the counselor before the first P.T.O. meeting. The presentation was well received, and many parents stopped by or called later to get a more detailed explanation of the services.

Pupil and teacher orientation was achieved by a personal visit to each classroom by the counselor during the early weeks of the school year.

CUMULATIVE SUMMARY OF COUNSELOR'S DAILY LOG

Distribution of Types of Cases

A survey of the problem areas in the West Ward School pilot program showed three major areas. Social development accounted for 49 percent of the cases, emotional problems for 7 percent, and educational concerns for 34 percent of the cases. An additional 10 percent were of an informal, get acquainted nature.

It was difficult to list a problem as belonging to a specific area, because these problems, although originating in one particular area, were most often interwoven. In order that the cases might be classified, they were listed under the originating problem sources.

Originating Referral Sources

Throughout the school year, referrals showed a nearly equal distribution between self, parents, and teachers. The largest number of referrals, 35 percent, was made by the students themselves; the second concentration, 31 percent, was made by teachers; and 30 percent were referrals made by the parents. The other 4 percent of the cases were seen at the counselor's request.

Testing and Interpreting

Testing played a large part in this Pilot Program in Elementary Guidance. The testing service was under the direction of the counselor. A readiness test was administered in the spring to the kindergarten. Intelligence tests were administered to the first-, third-, and fifth-grade students. Achievement tests were administered to the second-, third-, and sixth-grade students.

The counselor at times administered, scored, and recorded tests used in this testing program. This service was provided for all special testing needed in the counseling services.

Home Visits

Home visits were few in the West Ward pilot program, but the parents used the telephone to good advantage. Although there were some things that could not be discussed on the telephone, this contact often led to a visit by the parents to the counselor's office or an invitation for a home visit.

Teacher Conferences

Each teacher received individual attention every day. Care was taken to insure that consideration was given to the most relaxed and convenient time for the teacher. This was most often accomplished during the teachers' recess or noon break. The large majority of this type of teacher-counselor conferences has been informal.

COUNSELING

Pupils

Counseling procedures differ little at various class levels in elementary school.

The first grader was just as aware and concerned about his problems as was the sixth grader. It was possible that the first grader did not consider the problem too long at a time, because of his limited attention span, but the probability was that this thoughts would return to this concern and he would once again attempt to solve it. It would be a poor counselor who would minimize the concerns of either level.

It is true that different vehicles might be used to resolve the problem, but the fact remains that many of the techniques were basically the same. A slight "shifting of gears" at different grade levels was very helpful.

Teachers

The counselor's work with the teacher was of prime importance. It would be a rare occasion when the counselor would supersede the teacher in any manner. The foundation for elementary guidance was centered in the classroom with the support of the teacher.

The work with the teacher has been largely to help the teacher understand the child in her room. The teacher's attitude and behavior toward her students played a major part in the success of their education and their counseling sessions.

Of prime importance also was the reporting back to the teacher on any of her students who had been in for counseling. Teachers are concerned about their students. Anything that detracted from their potential was an immediate concern. The staff was grateful for the opportunity to consult about individual problems.

Parents

Group meetings and the telephone often were the means of initiating individual parent contacts. It was believed that there must be more rapport than a mere speaking acquaintance with parents if the program was to become optimal.

Parents were encouraged at all times to avail themselves of the services provided by the pilot program. Probably the most rewarding parent contacts were those which resulted in a referral to the Four County Mental Health Clinic. The many parent-counselor conferences required to reach this type of a decision naturally led to the feeling of mutual trust.

Groups

Group counseling this school year has concerned itself with maturing socially. The program was conducted on a voluntary basis which meant that the group changed personnel often.

The counselor announced a time for a group guidance meeting and asked for volunteers. There were always some students turned down because the number had to be limited. This did not discourage them. They either made a self-referral or were sure to be quicker to submit their names the next time a group was formed.

Although group guidance can in no way replace the personalized relationship that individual counseling affords, it did provide for a greater coverage of the student body. Time could be spent with small groups of students who exhibited adjustment problems or who showed lack of respect for authority. Common problems, as the pupil who demonstrates resistance to the learning process, could be handled satisfactorily in small groups.

SUMMATION AND CONCLUSIONS

The plans for the Pilot Program at West Ward School next year include some additions to the services.

The teachers will be invited to participate in an in-service education program. A printed bulletin will be prepared for the staff including case studies and problems common to the school child.

The parents will be invited to a monthly study group. Many of the parents in the school district have common problems, and much should be gained by the sharing of concerns and ideas.

Plans are being formulated for pupil interest groups which would be of an enrichment nature. In short—everything possible will be done to extend the program to more students and more parents and to expand its services to the teachers.

It is difficult to measure the success of any pilot program; however, teachers have reported a change in attitude in many of the students who were counseled. Parents' comments suggest their approval and gratitude. It is believed that the Pilot Program in Elementary Guidance played a vital role in all of this.

Case Studies

Wabash City Schools

Connie Age: 7 Grade: 1 IQ: Deficient

The counselor observed Connie while enrolling her as a transfer student. Connie did not verbalize. After a careful check, the counselor found that this child did not verbalize at all in public.

Connie lives with her mother, father, and a younger sister. She has no apparent interests or activities. Both parents work out of the home. Her mother has a minor speech defect.

Connie comes from a low socio-economic area. The home is not kept clean; neither is Connie. Her mother is sympathetic to a degree and was most receptive to any help offered her.

Connie's health record contains no irregularities. She appears to be healthy and to be developing at a normal rate. She does not present a school absence problem.

Connie was first seen on February 28, 1966. To the end of the school year she had been seen in 26 counseling sessions of 15- to 45-minute duration. On many occasions she would stop by for a friendly "Hello." The counselor discovered that Connie responded well to the attention she received from the counselor.

Connie has been given mental ability test to determine her academic potential. Her mother has been interviewed three times. The mother blames a previous school experience for Connie's problem.

It was during the tenth visit that the counselor was able to get Connie to talk. This was accomplished by the use of simple object picture cards. Even then, the response was one-word answers.

On the fourteenth visit, Connie talked freely. After this verbal experience, Connie found it easier to talk in the counselor's office during one-to-one counseling.

Later in the school year the teacher reported evidence of response from Connie. Also, it was during this period that a psychological evaluation was given by Ball State University. Upon Ball State's recommendation, Connie is being placed in an M^1 class for the next school year. This class meets in the West Ward building. This will afford the counselor the opportunity to continue her counseling with this child. Also, there is a need for further counseling with the parents.

School City of Mishawaka

Mary Age: 7 Grade: 2 IQ: Average

Mary was referred by her mother and teacher because her attitude and achievement was not in line with her potential. She daydreamed, did not complete assignments, and did not get along well with peers. Her teacher had promoted her to second grade with some misgivings.

Mary lives with her mother, older brother, and stepfather. Both Mary and her brother were happy about the fact that their stepfather adopted them after their mother's divorce and remarriage. The mother graduated from high school, but the stepfather dropped out of the tenth grade. The home is a well kept frame house in a low social-economic area.

The school health record for Mary contained no irregularities. She appeared to be healthy and to be developing physically at a rapid rate. Mary was nervous-appearing; she did not communicate clearly or confidently within the class setting. She often gave the impression that she was tired, lacked vitality, and was very discouraged.

Mary had had a record of being over-concerned about helping her friends and school neighbors, but she had not been willing to do her assignments. She had few real interests, although she enjoyed playing with dolls and resented any time taken from play activities at school or at home.

She was given mental ability tests to determine her academic potential, and her mother was interviewed when counseling was initiated early in the second semester.

To date there have been more than 35 counseling sessions with Mary during which the counselor discovered that she responded well to praise and that she lacked self-confidence.

In a mother-teacher-counselor conference, a plan was devised to free Mary of pressure in regard to school work. It was believed that the reason she did not accept responsibility for completing school assignments might be due to the fact that she was immature for her age. All agreed that Mary should be allowed to mature at her own rate by relieving some of the pressures she sensed around her.

In the last teacher-counselor conference about Mary, the teacher reported that it was "really paying dividends" to take the pressure off. She seems more interested and attempts to do every assignment now. The decision has been made to retain Mary in the second grade, but the problem of motivation is on its way to a solution, and both teacher and counselor believe that Mary will make satisfactory progress another year.

Bloomington Metropolitan Schools

Greg Age: 8 Grade: 3 IQ: Average

Greg was first referred to the counselor by his second-grade teacher as a very disruptive influence in the classroom with such severe educational problems that she was thinking of asking to have him removed from the normal classroom.

Greg, a small wiry boy, had undergone corrective surgery on a malfunctioning and misplaced bladder when five years of age. His control over his toilet habits had progressed steadily except for a few accidents connected with emotional upsets.

He has one half-brother, 18 months older, who is being reared by his maternal grandmother, a next-door resident to his young mother and older stepfather. Parent conferences with Greg's mother indicated some serious adult quarreling in the home, some fears of his stepfather on Greg's part, and his mother's concerns about Greg's development taking the form of over-control and over-protection. He seemed to play satisfactorily with his half-brother.

In early counseling sessions, Greg exaggerated his prowess and achievements and quickly left the area of reality and invited the counselor to join in fanciful or imaginary play. He did not volunteer to talk about adults except as pawns he tricked.

In the non-judgmental interviews, Greg came to differentiate between fancy and realism. Slowly accepting the painful self-analysis of his fears and past failures, but seeing that he still was accepted, he sought more and more to find realistic ways to live in the present.

His mother and grandmother, and to a much greater degree his teachers, lessened excessive demands upon him and at least tolerated his exaggerations. The teachers also accepted the suggestion to build on the one academic area, mathematics, in which Greg was not greatly deficient by giving much positive reinforcement during and after his work.

As this was the second year of elementary guidance in the school, it was possible to continue counseling into the second year. This year Greg has accelerated his remarkable rate of improvement in behavior. He no longer complains to anyone of not being accepted by his peers, has achieved status in the classroom as a leader in mathematics, and does not have to rely upon tales or antics for attention. He will be promoted with his class.

School City of Hammond

Marie Age: 9 Grade: 4 IQ: High Average

Marie was referred to the counselor because of her poor performance and work habits in the classroom, and an immediate teacher-counselor conference followed.

A review of Marie's cumulative record indicated that her current performance was typical of that noted by her previous teachers—she seldom finished any assignments, infrequently participated in class discussions and projects, spent much time daydreaming, and showed little ability in meeting her peers in social and academic situations. Marie's second-grade teacher had been so concerned that she had referred Marie to the school psychologist for examination.

Marie is small in stature and has no obvious physical defects. Her health record and consultation with the school nurse indicated adequately sound health.

Marie's parents were divorced when she was five years old, and her mother remarried two years ago. She has three sisters and one brother, all children of the first marriage. Her mother is active in school affairs and manifests an interest in her children's well being. She had come to school on several occasions to discuss Marie and her other children with the principal and teachers.

Marie's mother had managed to have Marie participate in a counseling project through the county mental health association. She attended four sessions but then withdrew because her mother felt she was gaining little from this experience. The mother herself participated in a parent counseling program sponsored by the association.

During initial counseling sessions, Marie talked about "happy things" that happened in her home, but she was unwilling to discuss herself or her personal feelings or problems.

At this time a request was made for a parent-counselor conference. When the father indicated that his work prevented him from coming, the counselor suggested that he make a home visit, but both parents rejected this overture. A conference was held with the mother, and she expressed the belief that Marie was unduly jealous of her two younger sisters and brother, and her older sister. The mother confessed difficulty in managing her home situation, her children, and especially Marie, but she thought that she and her husband had been fair with their children.

A case conference was arranged, including the psychologist who had worked with Marie in the mental health association sessions, her teacher, the school psychologist, the school principal, and the counselor. The concluding summary made by the participants was that Marie believed she had never received enough attention from anyone, especially her parents. She had little confidence in her ability to reach her own objectives or to meet the demands imposed by others. She spent much of her time devising ways of getting attention, most of which ended in failure. The participants agreed that efforts should be made to help Marie realize that love and attention are not forced or demanded but usually result from normal cooperation with others and the fulfillment of their reasonable expectations.

During the next counseling session, Marie picked up a puppet and started playing with it. The counselor followed this opening and began to discuss Marie personally. For the first time, she was willing to discuss herself and her personal feelings through the puppet. Marie continued to use this puppet for the remainder of the counseling sessions. She began to discuss freely her feelings of failure and rejection, especially in her home and in school.

Marie began to show insight into others' behavior and feelings, but the ability to see her own behavior in a proper perspective was slower to come. This was accomplished through a series of puppet plays, devised to put the puppet (Marie) in a position of responsibility in the home, at work, or merely functioning in the peer group. The early plays were suggested by the counselor at Marie's request, but she began to manifest more and more responsibility for her position in these play situations.

Her teacher and parents began to note improvement in Marie's work. Marie felt much better about herself. Regular counseling sessions continued until the end of the school year. Marie feels she would like more counseling next year, and the counselor agrees that continuing counseling will be helpful to Marie.

Garrett-Keyser-Butler Community School District

Sulynn Age: 11 Grade: 5 IQ: High Average

Sulynn was a self-referral who had been involved in one of the group counseling sessions. After one of the group sessions she stopped and requested to see the counselor alone.

Sulynn was a pretty and energetic young girl. There was a close family situation, and she was popular with her peers. Her academic attainment was appropriate to her abilities.

During initial counseling she talked of terrifying nightmares and cried a great deal. After several visits the counselor found that Sulynn was very frightened of the prospects of growing up. She welcomed the security and dependence of childhood and was frightened to think of leaving it.

The situation had been activated by the approaching birth, after many years, of a new child at home. Sulynn's parents had talked about the new child with such anticipation and about her new approaching independence that she felt she was being shoved from the nest with a fresh replacement close behind.

Her parents and teacher were apprised of the situation, although the confidence of counseling was maintained in all conferences with adults significant to Sulynn.

Counseling continued throughout the next few months, and Sulynn came to understand her feeling about becoming a young lady and the new baby. When she came to tell the counselor of the birth of the new baby it appeared to be with joy and anticipation.

Fayette County School Corporation

Charles Age: 13½ Grade: 6 IQ: Low Average

Charles was referred by his teacher for behavioral problems. Charles lived by his own rules, was tardy, dawdled in the restroom, always did something different from the rest of the class, and demonstrated a most obvious lateral lisp.

Charles was seen by the psychologist who cited:

Dynamics:

1. Poor social-familial culture
2. No proper setting for identification
3. Has anger for being made different
4. Sensitive to criticism

Recommendations:

1. Outpatient counseling
    - a. Needs firm acceptance
    - b. Needs an adequate male figure with which to identify

In the staff conference on Charles, the psychologist expressed his belief that Charles might commit some sex act or do something which would bring to a head his isolation from society.

Charles had an almost complete indifference to convention. His attitude toward some girls seemed to indicate sexual fears. There was no record of stealing and no actual withdrawal, yet he was definitely isolated.

His parents have terrific fights, according to Charles. It is known that his mother had altercations with a former principal, and she does not hesitate to display her temper and strength. In Charles' vernacular, he "knows all the angles."

The counselor worked with Charles more than with any other child this year. The classroom situation was relieved by allowing him to make many visits to the counselor's office. The frequent counseling provided a situation where his need for firm acceptance and a male figure with which to identify could be met.

Charles considered the counselor his best friend and often came to see him in the office. If the counselor was out, Charles would look him up in the building. His favorite remark when he found the counselor would be, "Let's go a few rounds."

During counseling Charles said he would not go to summer school as he had too many things to do, but the second day he appeared for the summer session by his own volition.

Charles will be going to junior high school next year. His experiences there will pretty well shape his future life. It can only be hoped, since he had only one year of elementary counseling, that an adequate male figure finds him there and has the time to offer Charles the firm acceptance he needs.

Research

The Marion Community Schools

Aprome is a new technique for dealing with the individual under-achiever in a classroom situation. It was conceived by Dr. Schmalzried and has been used experimentally at Martin Boots School for the last two years. His explanation of the technique follows:

Aprome[1] is applied by the teacher in the classroom with (or without) all pupils present. It is applied to one child at a time and does not require that the teacher alter her customary methods with the remainder of the pupils. We believe that the "under-achiever" or potential "drop-out" resists learning because of hypersensitivity to his own shame over wrong answers and because of his teacher's shaming of wrong answers, miscalculations, errors, forgetting, etc. Aprome removes the under-achiever's "resistance" to learning.

Step 1. The teacher decides, in advance, what are the pupil's most prominent manifestations of resistance; e.g., dawdling over a workbook assignment; stacking textbooks, horseshoe shape, around the top and sides of the desk; pretending to do the lesson but doing none of it, etc. To the pupil's manifestations of resistance the teacher applies the following quote, "I'm sorry you have troubles," spoken with sincere sympathy, repeated as each resistance is manifested.

Step 2. (Simultaneous with Step 1.) The teacher discontinues any and all efforts, tactics, techniques, etc., to induce the individual under-achiever to work at his assignments; e.g., teacher no longer keeps child after school to complete a class assignment or verbally prods the child to get to work, etc.; however, the individual under-achiever is "included" in all class assignments.

Step 3. (Simultaneous with Steps 1 and 2.) The teacher discontinues praise for the child's completed work and/or mastery of academic content. Teacher judges the correctness of a child's answers and if they are perfectly correct and/or complete, teacher says "all right" or "O.K." or "correct." If the child openly asks for praise for perfection, teacher obtains a slip of paper, dates it, writes "Subject" on it, writes "100%" or "A" or "Perfect" beside "Subject," signs her name, and hands it to the child without comment.

Step 4. As the individual under-achiever increases his academic productivity (maybe one day or a week after Steps 1, 2, and 3), the teacher begins to apply Aprome. Each error (mistake, wrong answer, incorrect answer) is responded to by the teacher with a verbalized "Wonderful," or "Valuable" or "Important" or "Marvelous." For example:

Teacher: "Mary, what is the capital of Indiana?"
Pupil: "Marion?"
Teacher: "Wonderful." Turning to another pupil, "John what is the capital of Indiana?"

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[1] Teacher approval of pupil thinking which leads to a mental error.

The teacher should sincerely believe that thinking-which-led-to-and-reverberates-around-a-mental-error (in the vernacular, learning by one's mistakes) is valuable rather than shameful, before attempting to apply Aprome.

As the teacher's professional judgment of thinking and error comes into its own with experience, her confidence increases and she learns to use Steps 1 and 4 to "fit" the kind of mental error presented by the pupil. Evidence indicates that all pupils, including the under-achiever, continue to comprehend wrong answers, miscalculations, incompletions, etc. Classroom peers have not criticized teachers who used individual Aprome. Rather, an increase in respect for both the teacher and the under-achiever gradually pervades the classroom.

The use of Aprome is a continuing experiment, and statistics have not been completed. Empirical evidence in Aprome classrooms, however, indicates marked improvement on the part of the individual under-achiever. Whether the improvement is of a lasting nature, whether improvement continues when the under-achiever again is in a standard classroom, or whether the improvement is a by-product of the "Hawthorn Effect" are questions yet to be answered by the statistical analysis.

South Bend Community School Corporation
Benjamin Franklin School

A survey of the types of problems pupils had expressed as being important to them was administered to pupils at Franklin School. A comparison was made between the students in grades five and six with students in grade three.

We would hypothesize that there would be no difference between the choices made by the fifth- and sixth-grade students and those made by the third-grade students.

Investigation of the rank order in which the fifth- and sixth-grade students listed problems as compared to the rank order in which the third-grade students listed the same problems shows the greatest difference between "Being careless" and "Not being strong enough." Each showed a variance of 16 in the rank order. Two items, "Being watched all the time" and "Not smart enough" also showed a large rank order discrepancy between the groups. All of these problems fell within the upper one-third of the rank order listing of the fifth- and sixth-grade students.

A comparison of the third-grade students' rank order of an item with that of the fifth- and sixth-grade students' indicates the greatest difference to be on the problem, "Nothing to do or play with at home," which had a rank order discrimination of 22. Problems of "Being talked about," "Never chosen as a leader," and "Kids not liking to play with me" were the three items having the next highest variance.

It is noted that none of the problems chosen with more frequency by the third-graders were educational problems. If fact, three of the four items were concerns about peer relationships, and the fourth concerned the home situation.

TABLE 1. Rank Order Comparison of Problems as Expressed by Third-, Fifth-, and Sixth-Graders

Nature of the Problem	Frequency 5th & 6th Grades	Rank Order	Frequency 3rd Grade	Rank Order
1. Afraid of failing in school.	37	1	19	7
2. Wanting to get a job.	32	2	28	1
3. Not smart enough.	30	3	11	16
4. Worrying.	27	4	18	8
5. Can't forget mistakes I've made.	24	5	20	5
6. Losing my temper.	21	6	21	3
7. Being made fun of.	17	7	17	9
8. Being watched all the time.	15	8	9	22
9. Being careless.	14	9	8	25
10. Having bad dreams.	14	9	20	5
11. Not enough time for fun and play.	14	9	15	12
12. Not being strong enough.	14	9	8	25
13. Afraid God will punish me.	13	13	15	12
14. Being talked about.	13	13	21	3
15. Being too thin.	12	15	10	19
16. Not having any fun in school.	11	16	11	16
17. Being smaller than other kids.	11	16	9	22
18. Having something wrong with me.	10	18	11	16
19. Don't like school.	10	18	6	27
20. Teachers always telling me what to do.	10	18	10	19
21. Being too bashful.	10	18	9	22
22. Being afraid of daddy or mother.	10	18	4	28
23. Wanting my mother home more.	10	18	17	9
24. Too much work to do at home.	9	24	13	14
25. Nothing to do or play with at home.	9	24	24	2
26. Kids not liking to play with me.	9	24	13	14
27. Afraid to try new things myself.	9	24	4	28
28. Hungry most of the time.	9	24	10	19
29. Never chosen as a leader.	8	29	16	11
30. Don't like teachers.	8	29	4	28

This rudimentary investigation would cause us to doubt the null hypothesis of no difference between the choices made by the fifth- and sixth-grade students and those made by the third-grade students.

Further research should include running a chi square on each item's rank order variance to find if any produced a significant difference. The items showing a significant difference could be re-administered to this group of students and to students of other fifth, sixth, and third grades to determine if they indicate a pattern of the general population at these grade levels.

Forest G. Hay School

This research was directed toward determining whether counseling with students, both individually and in groups, and counseling with parents would have an effect on the achievement growth of students in the fourth grade.

There were two fourth-grade sections, one so-called "average" and one combined transition and accelerated group. The division of pupils was made on the basis of ability and achievement tests administered during the previous year.

In the late fall, each fourth-grade student was shown the results of his achievement and ability tests in terms of stanines. Those students who indicated a desire to discuss the matter further were scheduled for both individual and group guidance.

At a group meeting each forth-grade parent was given a chart showing the same test results as had been interpreted individually to his child. Those who were interested were invited to meet every two weeks for further group-guidance sessions.

The group-guidance meetings for the students were held during the lunch hour and were on a voluntary basis. Weekly private interviews were held which were also on a voluntary basis. Both the individual and group sessions gradually evolved into group counseling as the discussions became more personal in nature than educational.

A total of 11 parents' meetings were held. Those who attended 5 or more of these meetings were included in the parent-counselor group. There were 9 families who attended 5 of the 11 meetings.

Of the 53 students enrolled in the fourth grade at the end of the school year, 37 had come to more than 4 counseling sessions and were included in the counseled group. Of these, 26 were in the "average" group and 11 were in the transition-accelerated group. This left a total of 16 members in the uncounseled group; 4 were members of the "average" group and 12 were in the transition-accelerated class.

The Stanford Achievement Test, Elementary Battery, Form J. was administered to the fourth grades in October. The same test was administered again in May, except that Form M was used. Raw scores were converted to grade equivalent scores, and these were used as the basis for comparison.

The average group was taught by a substitute teacher during the last nine weeks of the school year. Because children experience an adjustment period when there is a change of teachers, this could have contributed to the slightly lower growth average of the "average" group.

In the general group of fourth graders, the counseled members showed slightly less growth (.58 year) than the uncounseled members, and those whose parents were counseled followed the same pattern, showing .45 year less growth.

In the transition-accelerated group the growth of those who were counseled averaged .59 year less than the uncounseled. Those whose parents were counseled showed .40 year less growth than those whose parents were not counseled.

On the basis of the test scores, the following results were obtained:

TABLE 2. Average Total Growth of Counseled, Uncounseled, and Parent-Counseled Fourth-Graders on Test-Retest

Group	Average Total Growth (Years and Months)
General Group	
Counseled 4th graders (37 members)	3.44
Parent-counseled group (9 members)	3.57
Uncounseled 4th graders (16 members)	4.02
Average Group	
Class (30 members)	3.35
Counseled group (26 members)	3.43
Parent-counseled group (8 members)	3.51
Uncounseled group (4 members)	2.70
Transition-Accelerated Group	
Class (23 members)	4.11
Counseled group (11 members)	3.81
Parent-counseled group (1 member)	4.00
Uncounseled group (12 members)	4.40

The opposite is true of the "average" group. The counseled members showed more growth (.73 year) than the uncounseled members. Those members whose parents were counseled exceded the uncounseled members by .81 year growth.

Although these statistics would seem to indicate that counseling, either individually or in groups with students or in groups with parents, has little appreciable effect on the achievement growth of students, we might be encouraged to believe that if children are experiencing a period of adjustment due to a change in teachers, counseling can be helpful in overcoming the slight loss in achievement that could result.

It is also interesting to note that in both the general and "average" groups, those whose parents were counseled showed slightly more growth than those whose parents were not counseled.

Certainly this study was not formal enough or sufficiently scientific to enable us to draw any conclusions, but it does stimulate thought regarding the value of counseling for both the middle-grade child and his parents, and the effect of such counseling on that child.

South Adams Community Schools

The original hypothesis was that attendance habits of poor attenders could be changed through counseling and contacting these students.

Attendance records for the 1964-1965 school year were used to identify those students with poor attendance records. For purposes of comparing groups, the students were placed in quartiles based on their attendance records, using the total days absent and the amount of time absent.

Quartile 1 included those students with the best attendance records the previous year, and Quartile 4 included students with the worst attendance records. The students within Q4 were contacted by the counselors if they were absent, and consultations were held with their parents. Special counseling was provided for those students who fell in Q4.

TABLE 3. Attendance Patterns

Q1	Average No. Days Absent	Time Absent	Q4	Average No. Days Absent	Time Absent
1964-1965	.33	.28	1964-1965	12.40	6.7
1965-1966	.38	.31	1965-1966	7.60	5.0

The improved attendance, as shown in Table 3, within quartile 4 alone added 5.3 students to the average daily attendance.

The data show that those students in quartile 1 were absent more often and for a greater length of time than these same students had been absent the previous year. It should be pointed out that the over-all elementary attendance pattern showed increased absences.

The data to date seem to show some positive results as the attendance records of the students in Q4 have improved. This improvement was evident even during a year in which the over-all elementary attendance pattern showed more absenteeism.

It would be hazardous at this point to draw definite conclusions from the limited data available, but it is possible to say that there have been positive indications as a result of the steps taken by the elementary counselors.

Hamilton Township Schools

Statistics have been kept for each teacher referral. These have been charted both by the age of the referring teacher and by the number of years of teaching experience of the referring teacher.

This study was done to determine if the number of years of teaching experience a teacher had or the age of the teacher affected the rate of referral. In addition, a comparison was to be made of the rate of referral as a reflection of the month of the year.

The charts for this year's statistics show a shotgun effect or scattering out of the referrals. Examination of these charts, however, shows a concentration of referrals from certain teachers, not necessarily reflecting their years of experience or their ages.

These statistics will be kept for another year to determine whether a pattern becomes evident between the referring teacher and his age or years of experience. If this pattern is not apparent, in another school year other patterns may develop such as the rate of referral as a reflection of certain teacher-personality traits, the month of the year, or as a reflection of the class membership. Any such pattern might indicate a direction for future research.

TABLE 4. Teacher Referrals by Teacher's Age

Age	Identification	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
22-24	2	0	0	0	0	1	2	3	2	0
	7	1	1	0	0	0	0	1	0	0
26-28	1	0	0	0	1	2	0	1	0	0
	4	0	0	2	1	1	1	0	1	0
31-33	9	0	0	0	0	3	1	0	0	0
	13	1	3	2	3	3	0	1	2	0
34-36	3	1	2	2	0	0	0	1	0	0
	14	0	1	4	1	2	2	1	3	0
43-45	5	0	0	2	1	2	0	3	1	0
52-54	11	0	0	0	0	0	0	0	0	1
55-57	6	0	1	2	0	0	1	0	0	1
	8	1	2	3	0	0	1	1	1	0
58-60	10	1	1	3	0	2	1	0	1	0
	12	0	1	3	0	0	0	1	0	0
61-63	15	0	1	2	1	2	0	2	0	1

TABLE 5. Teacher Referrals by Number of Years of Teaching Experience

Experience	Identification	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
0- 3	2	0	0	0	0	1	2	3	2	0
	4	0	0	2	1	1	1	0	1	0
	7	1	1	0	0	0	0	1	0	0
4- 6	1	0	0	0	1	2	0	1	0	0
	14	0	1	4	1	2	2	1	3	0
7- 9	9	0	0	0	0	3	1	0	0	0
	13	1	3	2	3	3	0	1	2	0
10-12	3	1	2	2	0	0	0	1	0	0
13-15	15	0	1	2	1	2	0	2	0	1
19-21	10	1	1	3	0	2	1	0	1	0
22-24	5	0	0	2	1	2	0	3	1	0
28-30	8	1	2	3	0	0	1	1	1	0
	12	1	1	3	0	0	0	1	0	0
34-36	6	1	1	2	0	0	1	0	0	1
	11	0	0	0	0	0	0	0	0	1

Indiana University Elementary School

This research on group play as a counseling activity was conducted by William H. Hinze, graduate assistant, under the supervision of Dr. Frank Biasco.

A study of group play activity with male subjects seven years old was conducted at the Indiana University Elementary School during the second semester of the 1965-66 school year. The purpose of the study was to determine the effects of group play on the level of anxiety in children as determined by Sarason's Test Anxiety Scale for Children (TASC).

The instrument was administered to all of the children in a classroom of seven-year-olds which included 12 boys. Half of the boys were selected randomly as experimental subjects; the remaining boys served as control subjects. Treatment consisted of half-hour group play sessions conducted on a bi-weekly basis over a period of four-weeks. Materials such as a doll house, furniture, family combinations of dolls, hand puppets, a sand box, guns, hammer and nails were provided.

The counselor offered an accepting attitude, with the sessions generally unstructured. There was, however, some structured activity between the subjects and the counselor in which verbal dialogue developed.

Each session was tape-recorded, with a description and assessment of each session made by the counselor. At the end of the four week treatment, the TASC again was administered to all subjects in the study and the data statistically treated. The "t"-test indicated significance at the 12 percent level, the findings suggesting some basis for further research.

There was positive behavior change in some of the subjects. For example, one subject who was considered an isolate at the beginning of the study became an integral member of the group. The leadership role within the group changed. At first the role was assumed by a single domineering person; later it shifted among various individuals within the group. With some subjects, overt aggression subsided to a point of positive play.

Elementary school counselors state as one of their objectives the need to render services to children at all grade levels. Group play is seen as one technique which provides means by which children of the primary grade level may be helped to function adequately in school. The group setting, in many cases, can provide the vehicle by which the needs of some children may be met. The group play setting within the school also provides a situation in which children can be observed for the purpose of determining the need for individual counseling. The positive results of the study have caused the investigator to continue the exploration of the merits of group play as a counseling activity in one of the Bloomington Metropolitan Schools.

School City of Jeffersonville
Wall Street School

The teacher and counselor selected fourth-grade students for groups on the basis of their low ratings on various parts of the California Personality Test, Form AA; students who indicated they needed more friends, felt inadequate about schoolwork, felt self-conscious about physical abnormalities, or indicated family problems; and on the basis of class sociograms. These students were interviewed by the counselor, the project was explained, and the children were asked if they wished to participate in the project. Only one elected not to share in it.

Each of the six groups met for a half-hour once a week for six weeks. The greatest problem encountered with these groups was that the students continued to view the sessions as clubs and/or social groups, in spite of elaborate structuring and explanation by the counselor. This was understandable inasmuch as the counselor had determined the greatest single experiential need of these culturally deprived students was for healthy and meaningful small group activities and interactions. The alternate form (BB) of the California Personality Test was administered in May to these groups and the control groups.

TABLE 6. Small Group Counseling with Fourth-Graders

		Number of Students	Percent	Average Percent Changes in Test, Retest
Fourth-Graders Involved in Counseling Groups				
California Personality Scores				
(BB over AA)	Increased	9	35	+20
"	Scores Decreased	13	50	—16
"	Scores Unchanged	4	15	
	Total	26	100	—1
Control Group—Fourth-Graders Not in Counseling Groups				
California Personality Scores				
(BB over AA)	Increased	4	27	+13
"	Decreased	10	67	—20
"	Unchanged	1	6	
	Total	15	100	—9

The statistics indicate that no pattern of change could be distinguished on the basis of the particular groupings or type of students, although these students involved in group counseling did make greater increases than did the control group, when their scores on the California Personality Tests were compared.

While some slight gains in test, retest scores were discernible, no observable behavioral changes were witnessed by the teachers. The project will be continued during next year. Fourth-graders were selected for this project because there will be an opportunity to work with them through the fifth and sixth grades as well, in the hope that some real behavioral changes can be effected.

Ball State University

The counselor used a 60-item questionnaire that had been used by Archer and Splete (1965) to determine whether the elementary teachers had a realistic knowledge of the counselor's role in the elementary school. The questionnaire was administered the last week in September and again the first week in May. It seemed upon examining these data that strong agreement existed between the teachers' perceptions and those of the school administrators. There were very few significant changes in the teachers' perceptions of the counselor's role between the pre- and post-test. Each item was rated on scale 1-5.
Scale values:

The Elementary School counselor
1____has a very definite responsibility for this function
2____has a very important part to play
3____contributes his share
4____is somewhat involved
5____has little or no responsibility for this function

TABLE 7. Ranking Role Functions of the Counselor As Determined by the Teachers

Role Function	X Score Teachers (N-13)	X Score Admin. (N-4)
1. Gather information on pupils	1.57	1.25
2. Counsel with children in small groups	1.15	1.00
3. One to whom immediate referral can be made	1.26	1.75
4. Organize and head guidance committee	1.16	1.25
5. Counsel with individual students	1.03	1.25
6. Administer individual tests	1.45	3.00
7. Consult on testing	1.87	1.25
8. One to use group guidance techniques	1.33	1.25
9. Consultant to parents on problems of children	1.36	1.00
10. One to assist teachers in pupil referral	1.73	1.25
11. Order and maintain guidance testing supplies	1.63	2.25
12. Interpret the guidance program to the community	1.25	1.00

It is the judgment of the counselor that most classroom teachers had a sound understanding of the counselor's function in the school and that as a result of his work during the year they did not alter their perceptions to a significant degree. It should be cautioned that these findings may not be true of other schools.

State Department of Public Instruction

Division of Pupil Personnel
and Guidance Services

Each elementary counselor was requested by the State Department to administer pupil questionnaires to all students of the pilot schools in grades one through six. They were administered in the early fall and late spring to provide a pre- and post-measure.

The questions, which were intended to determine to whom the pupils would go with the various types of problems they face throughout their elementary school years, were read to classroom groups as were the responses.

The questionnaires were designed in such a way that no writing was required of the students; they were asked merely to circle the response they desired.

The statistical analysis of these pre- and post-measures of helping persons as expressed by the elementary students of the pilot schools were compiled and the summaries are presented in the following tables.

TABLE 8. Elementary Pupils' Helping Person All Pupils Regardless of Grade

PRE-MEASURE

	Total	Teacher		Father		Mother		Sibling		Principal		Counselor	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Unhappy about school work	3511	1594	45	405	11	815	23	61	2	247	7	391	11
Couldn't make friends	3534	695	20	516	15	1272	36	383	11	247	7	422	12
Things in school made unhappy	3536	1243	35	461	13	739	21	166	5	484	14	443	13
Interested in occupation	3535	853	24	1315	37	500	14	141	4	212	6	514	14
Hungry, tired, restless	3529	1989	56	162	5	751	21	86	2	303	9	238	7
Studying something didn't understand	3535	2980	84	142	4	151	4	69	2	65	2	128	4
Understand own behavior	3529	506	14	673	19	1092	31	125	4	635	18	498	14
Change bad habit	3532	388	11	744	21	1410	40	179	5	309	9	502	14

TABLE 8 (Cont.). **Elementary Pupils' Helping Person All Pupils Regardless of Grade.**

POST-MEASURE

	Total	Teacher		Father		Mother		Sibling		Principal		Counselor	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Unhappy about school work	1342	585	44	114	8	285	21	30	2	50	4	278	21
Couldn't make friends	1339	148	11	131	10	455	34	133	10	67	5	382	21
Things in school made unhappy	1347	385	29	114	8	286	21	54	4	118	9	358	27
Interested in occupation	1335	346	27	520	39	137	10	55	4	49	4	173	13
Hungry, tired, restless	1334	653	49	42	3	317	24	28	2	75	6	170	13
Studying something didn't understand	1333	1185	89	38	3	32	2	23	2	9	1	44	3
Understand own behavior	1332	106	8	197	15	418	36	33	2	167	13	411	31
Change bad habit	1333	97	7	255	19	530	40	52	4	76	6	323	24

TABLE 9. Ranks Accorded Helping Persons by Elementary Pupils All Pupils (Approximately 3536) Regardless of Grade.

PRE-MEASURE

Situation	First	Second	Third	Fourth	Fifth	Sixth
Unhappy about school work	Teacher	Mother	Father	Counselor	Principal	Sibling
Couldn't make friends	Mother	Teacher	Father	Counselor	Sibling	Principal
Things in school made unhappy	Teacher	Mother	Principal	Father	Counselor	Sibling
Interested in occupation	Father	Teacher	Counselor	Mother	Principal	Sibling
Studying something didn't understand	Teacher	Mother	Father	Counselor	Sibling	Principal
Understand own behavior	Mother	Father	Principal	Teacher	Counselor	Sibling
Change bad habit	Mother	Father	Counselor	Teacher	Principal	Sibling
Educational	Teacher	Mother	Father	Counselor	Principal	Sibling
Vocational	Father	Teacher	Counselor	Mother	Principal	Sibling
Personal-social	Mother	Teacher	Father	Counselor	Principal	Sibling
All Situations	Mother	Teacher	Father	Counselor	Principal	Sibling

TABLE 9 (Cont.). Ranks Accorded Helping Persons by Elementary Pupils All Pupils (Approximately 3536) Regardless of Grade.

POST-MEASURE

Situtaion	First	Second	Third	Fourth	Fifth	Sixth
Unhappy about school work	Teacher	Mother	Counselor	Father	Principal	Sibling
Couldn't make friends	Mother	Counselor	Teacher	Sibling	Father	Principal
Things in school made unhappy	Teacher	Counselor	Mother	Principal	Father	Sibling
Interested in occupation	Father	Teacher	Counselor	Mother	Sibling	Principal
Studying something didn't understand	Teacher	Counselor	Father	Mother	Sibling	Principal
Understand own behavior	Mother	Counselor	Father	Principal	Teacher	Sibling
Change bad habit	Mother	Counselor	Father	Teacher	Principal	Sibling
Educational	Teacher	Counselor	Mother	Father	Principal	Sibling
Vocational	Father	Teacher	Counselor	Mother	Sibling	Principal
Personal-social	Mother	Counselor	Father	Teacher	Principal	Sibling
All Situations	Teacher	Mother	Counselor	Father	Principal	Sibling

In the rank accorded helping persons in the pre-measure, the counselor did not rank above third on any response. In the third rank the counselor was listed twice as the person the pupils would go to for help. On the post-measure, five of the second ranks were accorded the counselor.

It is interesting to note on the composite of the questions, on the pre-measure the counselor ranked first in the area of vocational. On the post-measure the counselor dropped in the area of vocational and rose to first in personal-social and educational.

The ascent of the rank accorded the counselor on five responses and the change of pupil thinking concerning the areas in which the counselor would be most helpful from vocational to personal-social and educational is significant.

These statistics indicate that the students in the pilot schools were able to understand the role of the elementary counselor and that as the students understood the counselor's role they would make use of the guidance services provided.

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As a part of its responsibility to the State Department, each pilot school counselor was asked to maintain a monthly log. This log contained a breakdown of the use of all counselor time, both hourly and by percentages. This provided a means of intra-inspection for the pilot school counselors so that they might see statistically the division of their time throughout the school year.

The purpose of the composite is to allow inter-inspection of the use of counselor time between all pilot schools. This inter-inspection is done with the knowledge that each pilot program was designed to be different and a difference should be expected in the statistical overview of each pilot school.

TABLE 10. Time Study for Elementary Guidance Pilot Programs 1965-66 Indiana Department of Public Instruction

SCHOOL	COUNSELING				GUIDANCE			
	Individual		Group		Group		Testing	
	Hrs.	%	Hrs.	%	Hrs.	%	Hrs.	%
Ball State								
Ellsberry	182	16.8	83	7.7	53	4.9	32	2.9
Bloomington								
Baker	446½	36.2	128	10.3	76	6.1	31	2.5
Weiking	316	33.7	42	4.4	27	2.8	55½	5.9
Fayette Co.								
Slaybaugh	834	41.1	7	.3	92	4.5	60	2.9
Garrett-Keyser-Butler								
McCormick	491	42.5	20	1.7	63	5.4	167	14.4
Voirol	496	44.9	12½	1.1	85	7.6	96½	8.7
Hamilton Twp.								
Cauble	298	25.6	16	1.3	123	10.6	90	7.7
Ind. State								
Williams	208	14.5	121	8.4	264½	18.4	51	3.5
Ind. U.								
Biasco	283	20.5	92	6.6	250½	18.1	12	.8

TABLE 10. (Cont.) Time Study for Elementary Guidance Pilot Programs 1965-66

SCHOOL	COUNSULTING						COORDINATING			
	Teachers		Administration		Parents		Clerical		Correspondence	
	Hrs.	%	Hrs.	%	Hrs.	%	Hrs.	%	Hrs.	%
Ball State										
Ellsberry	86	7.9	127	11.7	21	1.9	147	13.6	37	3.4
Bloomington										
Baker	129	10.4	70	5.6	75½	6.1	87	7.	17½	1.4
Weiking	128½	13.7	98	10.4	50	5.3	97½	10.4	15	1.6
Fayette Co.										
Slaybaugh	196	9.6	103	5.	99	4.8	374	18.4	64	3.1
Garrett-Keyser-Butler										
McCormick	61	5.2	65	5.6	154	13.3	32	2.7	10	.8
Voirol	175	15.8	37	3.3	29	2.6	46	4.1	8	.7
Hamilton Twp.										
Cauble	181	15.6	100	8.6	30	2.5	55	4.7	84	7.2
Ind. State										
Williams	99	6.9	384	26.8	53½	3.7	50	3.4	27	1.8
Indiana U.										
Biasco	274	19.8	177	12.8	52	3.7	67	4.8	8	.5

Marion								
Gaylor	500	53	30	3	21½	2.2	70	8.2
N. Vermillion								
Gibbs	199½	23.4	105	12.3	36½	4.2	69	8.1
Sch. City								
Hammond								
Kielman (Feb.-May)	205	37.8	50	9.2	72	13.3	0	0
Sch. City								
Jeffersonville								
Milliken	343	31	20	1.8	102	9.2	28½	2.5
Stover	135	10.6	68	5.3	52	4	19	1.4
Sch. City								
Mishawaka								
Jeddeloh	506	37.8	5	.3	52	3.8	52½	3.9
Johnson	578½	42.8	7	.5	28	2.	42½	3.1
South Adams								
Andrews	179	16.2	4	.3	62	5.6	128	11.6
Kirchhofer	123	11.1	4½	.4	74	6.7	125	11.3
South Bend								
Bradford	149	15.4	110½	11.4	131½	13.6	60	6.2
Flynn	200	17.3	65	5.6	85½	7.4	111	9.6
Wabash								
Davis	212	21.2	37	3.7	75½	7.5	108	10.8
	6884	28.3	1027	4.2	1926	7.9	1408	5.7

Marion										
Gaylor	153	15.7	50	5.3	8	.8	75	7.8	2	.1
N. Vermillion										
Gibbs	65	7.6	92	10.8	48½	5.7	102½	12.	11	1.2
Sch. City										
Hammond										
Kielman (Feb.-May)	54	9.9	55	10.1	15	2.7	63	11.6	5	.9
Sch. City										
Jeffersonville										
Milliken	141	12.7	150	13.5	33½	3.	116	10.4	7	.6
Stover	113	8.9	377	29.7	15	1.1	228	17.9	14	1.1
Sch. City										
Mishawaka										
Jeddeloh	139½	10.4	141	10.5	157	11.7	155	11.6	2½	.1
Johnson	104½	7.7	224	16.5	195½	14.4	48½	3.5	4	.2
South Adams										
Andrews	127½	11.5	116	10.5	17½	1.5	150½	13.6	11	.9
Kirchhofer	144	13.	131	11.8	13	1.1	167½	15.1	7½	.6
South Bend										
Bradford	118½	12.2	121	12.4	48	4.9	122½	12.6	2	.2
Flynn	197	17.1	103	8.9	62½	5.3	116	10.	44	3.8
Wabash										
Davis	103	10.3	94	9.4	78	7.8	117½	11.7	4½	.4
	2789	11.5	2813	11.6	1255	5.1	2416	9.9	377	1.5

TABLE 10 (Cont.) Time Study for Elementary Guidance Pilot Programs 1965-66

SCHOOL	RESEARCH		NON-GUIDANCE ACTIVITIES		TOTALS	
	Hrs.	%	Hrs.	%	Hrs.	%
Ball State						
Ellsberry	154	14.2	127	11.7	1077	4.4
Bloomington						
Baker	35	2.8	100	8.1	1233	5.0
Weiking	27	2.8	34	3.5	936	3.8
Fayette Co.						
Slaybaugh	99	4.8	104	5.1	2125	8.7
Garrett-Keyser-Butler						
McCormick	47	4.	24	2.0	1155	4.7
Voirol	51	4.6	26	2.3	1104	4.5
Hamilton Twp.						
Cauble	121	10.4	52	4.4	1160	4.8
Ind. State						
Williams	131	9.1	42	2.9	1431	5.9
Ind. U.						
Biasco	28	2.	66	4.7	1379	5.7
Marion						
Gaylor	17	1.8	56	5.7	972	4.0
N. Vermillion						
Gibbs	85½	10.	23	2.6	849	3.5
Sch. City Hammond						
Kielman (Feb.-May)	8	1.4	8	1.4	541	2.2
Sch. City Jeffersonville						
Milliken	125	11.3	100	9.	1104	4.5
Stover	99	7.8	194	15.2	1269	5.2
Sch. City Mishawaka						
Jeddeloh	101	7.5	23	1.7	1338	5.5
Johnson	93½	6.9	18	1.3	1350	5.5
South Adams						
Andrews	233	21.1	97	8.	1102	4.5
Kirchhofer	205½	18.6	107	9.6	1103	4.5

TABLE 10 (Cont.) Time Study for Elementary Guidance Pilot Programs 1965-66

SCHOOL	RESEARCH		NON-GUIDANCE ACTIVITIES		TOTALS	
	Hrs.	%	Hrs.	%	Hrs.	%
South Bend						
Bradford	11	1.1	83	8.5	965	3.9
Flynn	82	7.1	82	7.	1151	4.7
Wabash						
Davis	91	9.1	51	5.1	997	4.1
	1844	7.6	1414	5.8	24,241	99.6

Summary

The very fact that these 15 Pilot Programs in Elementary Guidance were placed in differing social, economic, and ethnic settings would tend to make each unique. Their uniqueness was further accented by the size of the school system, the initial enthusiasm of the administration and staff, and the theoretical approach used by each elementary counselor.

Within this background of diversity, several points of similarity were found among the 15 pilot programs.

The importance of early identification of problems and the need for the student to make an adequate adjustment so that he might reach his optimal potential, both academically and socially, were stated as part of the pilot school's philosophy in more than half of the programs.

By far the highest area of correlation was the stress placed by 14 of the pilot schools on meeting developmental needs of all students. The importance of working with all students so that the programs would not be crisis-oriented was a recurring theme throughout the philosophies.

The need for elementary guidance to be a cooperative endeavor among the guidance services, the staff, and the administration was stated by many of the pilot schools. If the pilot schools were not cognizant of this point at the initiation of the programs, recognition of the vital role this interaction played was soon evident.

The original objectives varied widely, depending upon the philosophy of the school, staff, and counselor, and the particular approach each pilot school used in attempting to experiment with the many techniques of elementary guidance.

At some pilot schools an effort was exerted to hold an informal conference with each student; at others, the counselors chose to work only with those students for whom help was requested. At a few of the pilot schools, the accent was on home visitation, while in others the reverse was true.

The one area in which the objectives would be nearly parallel was that of individual counseling which was the major objective in 14 of the pilot schools. For experimental purposes, one pilot school placed the accent on group counseling.

The modifications of the original objectives appear to be an outgrowth of the maturation of the pilot programs. As the counselors began to work with the students in the pilot schools, some objectives which had seemed appropriate in writing no longer were judged suitable.

The elementary counselors were selected with great care by the local school officials. The Indiana State Department of Pupil Personnel and Guidance Services had required that each counselor hold a guidance certificate and have three years of elementary teaching experience. It also recommended that each counselor should have had a practicum in elementary guidance.

The requirements and recommendations of the State and the careful screening by the hiring agents resulted in employment of experienced, well qualified, and dedicated counselors in all 15 of the Pilot Programs in Elementary Guidance.

The facilities provided the elementary counselors varied from lavish to inadequate. The size, location, and equipment available did have some bearing on the type of program followed at each pilot school. At some pilot schools, group activities were kept to a minimum or were done in the classrooms. At some pilot schools, all counseling sessions were taped; at others they rarely were. The counselors at some pilot schools were relieved of routine office duties by a full- or part-time secretary; others were not. The facilities provided, however, evidenced little effect on the success of the pilot program.

Play media were used in varying degrees in all Pilot Programs in Elementary Guidance. In about one-third of the pilot schools, play media were used little, and the toys were set about the office more in the form of decoration. In those schools making extensive use of the media, the counselors expressed the belief that they were a very worthwhile tool. Play media were used to a greater extent with the primary child, with the shy or withdrawn child, and with the nonverbal child than with the other children in the school population. Art supplies were put to the widest use as play media, probably because of their close association with the school setting and their relatively low cost.

Although most pilot schools made use of play media, it was stressed by many that they were not used as a diagnostic tool, but instead as a means of establishing rapport with the student. The presence of these familiar items in the guidance office served to put the child at ease and provided an easy opening for communication, both verbal and nonverbal.

In nearly every pilot school the pre-planning consisted of organizing the facilities and meeting the staff and administration. This type of activity, of course, was essential during the first year of the pilot programs. With this activity behind them, however, the personnel of the pilot programs expect to be prepared for an early and smoothly functioning program the next year.

Orientation, in general, was accomplished through articles in the local newspapers, the school newspaper, and the staff newssheet. The elementary counselors took advantage of early parent meetings at the schools to explain the pilot program further. These talks often were followed by others throughout the school year at civic, social, professional, and later parent meetings.

The staff usually was apprised of the Pilot Program in Elementary Guidance at the pre-school teachers' meetings which are held by most school corporations in the State of Indiana. The elementary teachers were further introduced to the pilot programs and their personnel when the counselors visited each classroom at their schools and made short presentations.

TABLE 11. Distribution of Types of Cases.

	General Interview (Percent)	Educational Occupational (Percent)	Personal Social (Percent)	Health Emotional (Percent)	Behavioral (Percent)
Bloomington Metropolitan		12	88		
Fayette County		25	8	35	32
Garrett-Keyser-Butler		53	47		
Hamilton Township		30	38	16	16
Indiana State University		18		36	46
Marion Community		50	50		
North Vermillion	11	56	33		
School City of Hammond	10	34	49	7	
S. C. of Jeffersonville; Spring Hill			37		63
S. C. of Jeffersonville; Wall Street	67	2	27		4
School City of Mishawaka		21	24	41	14
South Adams Community	45	27	28		
South Bend Franklin		21	79		
South Bend Hay		34	66		
Wabash City Schools	10	34	49	7	

A visit to each classroom was the method of introduction chosen by all of the counselors at the pilot schools. These visits were varied, of course, according to the personality of each counselor. Some showed a short filmstrip; others told interesting stories; and some did magic tricks, but the majority simply introduced themselves and the program.

TABLE 12. Originating Referral Sources.

Pilot School	Self (Percent)	Teacher (Percent)	Parent (Percent)	Administration and Staff (Percent)	Counselor Initiated (Percent)
Ball State University	15	65	11	9	
Bloomington Metropolitan	57	25	7	2	9
Fayette County	85	(15		)	
Garrett-Keyser-Butler	33	32	35		
Hamilton Township	15	30	10	3	42
Indiana State University		82	18		
Marion Community	60	(40		)	
North Vermillion	35	12	2	4	47
School City of Hammond	50	(50		)	
S. C. of Jeffersonville; Spring Hill	41	24	5	9	21
S. C. of Jeffersonville; Wall Street	19	7	2	4	68
School City of Mishawaka	82	14	4		
South Adams Community	25	(75		)	
South Bend	30	22		17	31
Wabash City Schools	35	31	30		4

A great variance was evident in the manner of classification of the types of cases handled by the pilot schools. A closer investigation, however, showed the variation to be largely a matter of semantics. Five major classifications were formed, for the sake of comparison, among these pilot schools giving a statistical report.

Several of the pilot schools reported difficulty in determining the classification of the cases, as many had multiple causation. In most instances they were classified by the problem which initiated counseling.

Although no specific patterns are apparent in the distribution of the types of cases, there does appear to be a heavy concentration in the two large areas of educational-occupational and personal-social.

The original referral sources showed little variation among the pilot schools, with all referrals coming from five sources. (See Table 12.)

Although there was agreement among the pilot schools on the referral sources, there was no uniform pattern evident on the percentage of referral from each of these sources. The one area which was consistent was teacher referrals—teachers from each pilot school referred students to the elementary counselor.

The fact that the professional adults who were most significant to the students made referrals to the counselor was an accomplishment for the first year of the pilot programs, and it must be considered a compliment to the elementary counselors and the fine job of staff orientation which they did.

A great divergence was evident in the amount of involvement in the testing program of the individual elementary counselors. This was caused in part by the administration of each pilot school and in part by the convictions of the counselor.

Some pilot schools stated the belief that the counselor's only role in the testing program should be that of supervisor and coordinator. Several pilot schools held the belief that in addition to coordinating the testing program, the counselor should supervise the group tests and administer and score all special individual tests. In a few schools, the elementary counselor was totally responsible for administering all tests and aiding in scoring. Most pilot schools indicated that any make-up tests needed were administered by the counselor as a service to the teaching staff.

Conferences between teachers and the counselor were of an informal nature at all pilot schools. These infomal meetings, in most instances, were started early in the school year as a means of establishing rapport, and they proved to be so valuable that the counselor continued them.

Another reason for the informal type of meeting was the heavy schedule of the elementary teacher. The pilot school counselors chose several methods of surmounting this obstacle, such as making the rounds of all rooms prior to or after school hours, allotting a special time each day when they were available in the guidance office, eating lunch with the elementary staff, being in the halls or on the playground at recess time, and remaining in the office an hour after the close of school.

Each method proved satisfactory to the counselor and staff where it was initiated and was a product of the counselor's attempt to meet at the most convenient time for the teachers with as little encroachment on their free or teaching time as possible.

Counseling in a one-to-one situation was considered by all pilot school counselors as their most important function. Although some were disappointed in the amount of time available for this role, it was a reflection of the vast backlog of problems awaiting them in the elementary school.

The counselors of the pilot schools found that elementary children of all levels were receptive to the counseling situation and rapidly took advantage of the services offered. The concerns expressed by these students were similar at all levels and, in general, were handled by the counselor in like manner, vocabulary being the major difference.

Play media were used more frequently with the primary child, and open-ended questions or questionnaires with the intermediate; however, the belief was expressed by most counselors that their training and experience, coupled with their non-judgmental image, were their best tools in the counseling situation.

It was the conviction of these pilot school counselors that the time spent in one-to-one counseling was the climax of the guidance services, their most valuable contribution to the school climate, and the most satisfying to them.

Consulting with teachers was of a more formal nature than the teacher-counselor conferences. The pilot school counselors found the teachers to be interested and knowledgeable about their students and eager to confer with a trained person on their problems. This, in fact, created one of the problems experienced by the elementary counselors —the great demand on counselor time caused by the many consultations desired and needed by the teaching staff.

One method of meeting this demand on counselor time was the use of staff conferences. These allowed the teacher and counselor to exchange knowledge about the students and at the same time, the principal, the school nurse, and the special school personnel were kept current with the counseling progress. The conferences also eliminated the need for separate consultations with these persons. The interchange of ideas from all these sources proved to be enlightening to the school personnel and advantageous to development of the counseling climate.

Another concern often expressed by the pilot school counselors was that of the confidentiality of the students' counseling conversations. The importance of this aspect of counseling was related to the staff by various means. The stress which the counselors placed on the facilities providing audio and visual privacy reflected, from the beginning, their concern with protecting the child's confidences. The type of feedback to the staff, which consisted of generalizations about the problem and specific suggestions on ways in which the teacher could aid the child, soon indicated to the staff the confidential nature of counseling. The actual structuring of the counseling situation to the staff also helped them to understand how rapidly the counselor could lose the respect of the child if his confidence was broken. The staff members were most understanding and cooperative once they were aware of the importance of confidentiality.

Some pilot schools made use of a weekly or periodic guidance publication for the teaching staff. These often contained points of guidance philosophy and child development and served as a further means of relating to the teachers the guidance point of view.

The pilot school counselors believed that the most advantageous time for consultations with the teachers was immediately following a counseling session with one of their students. The teachers were eager to aid the student, and they willingly followed the suggestions of the counselors to be lavish with praise, to ignore, to reprimand, to change seating arrangements, to change lunch partners, and to encourage different groups.

The different philosophies of the pilot schools caused a wide variation in the type and number of parent contacts. They ranged from an organized, concerted effort to visit the home of each patron to incidental and parent-initiated conferences.

It was the belief at some pilot schools that the first and foremost goal of the elementary counselor should be selling the pilot program to the school patrons, and that the program could not succeed without their support. Other pilot schools held that the goal of the counselor should be establishing a strong elementary guidance program in the school, and that a strong program would reach out to the parents and do its own selling job. At still other pilot schools, it was believed that the parents should be contacted and apprised of the program and its goals, and the initiative for parent-counselor contacts then should be left to the parents when they saw the need for guidance services.

These various philosophies on parent contacts by the elementary counselors reflected in large measure the attitude of the administration at each pilot school, and they were a product, generally, of the pilot school's parent-school relationship. The pilot school counselors were able to work within this established framework, and each program developed the support of its community and parent population, regardless of the initial approach used.

The pilot school counselor reported that when parents became aware of the elementary guidance services, including the confidential, nonjudgmental counseling provided for them and their children, they were anxious to make use of the services.

Those parents seeking assistance of the counselors often were anxious, concerned, protective, and highly ego-involved with their children. Those parents whose children had problems, causing the counselor to seek them out, often had basic existence concerns more pressing to them than the social adjustment of their children. These and many other parents, as much as their children, needed and were provided counseling, consulting, and referral services by the pilot school counselors.

Every pilot school program included group dynamics to some degree.

Early in the school year, group guidance was begun by many of the counselors to establish the program with all children, to help prevent developmental concerns, and to instill an appreciation for the "world of work." This type of group guidance frequently was done with classroom groups.

In small groups formed for guidance purposes, the counselors were aware that the group activity quickly changed from group guidance to group counseling. The pilot school counselors saw this change as a manifestation of the students' needs and the availability of a counselor.

In classroom groups the counselor perceived that although they had merit and served a limited purpose, the interaction and role-playing of small group dynamics was missing. In most cases, small counseling groups then were formed.

As had been stated often elsewhere, these pilot school counselors thought that small group counseling increased the number of individual self-referrals by the students because their introduction to the guidance services had been in the slow, easy steps of classroom guidance, progressing to small group counseling and to one-to-one counseling.

All pilot school counselors expressed the belief that group counseling could not and should not replace individual counseling, but in this first year of the pilot program with the large number of problems awaiting them, it proved a useful tool to introduce and to enlarge the scope of the program to all students.

The lack of rigidity, which is so vital in all of education, was found in these programs in elementary guidance. Modifications and emphases have been changed throughout the school year as the need became evident.

In their summations the counselors indicated additional areas in which the programs could be strengthened. Frequently mentioned by the counselors were: increased in-service education concerning the guidance philosophy for teachers; increased parent contacts, individually and in study groups; and increased counselor time for individual counseling.

Each pilot school plans to begin or to continue its research projects. As these statistics are kept for another year and their results are drawn together, significant data may result. It would be impossible, however, to weigh the merits of each avenue explored, each technique tried, and each tool used. Counseling is an intangible force at work in the elementary school. Its results are far-flung and sometimes abstruse.

The enthusiasm generated in elementary guidance by these pilot programs has been magnetic, drawing to it the staff, the administration, the students, and the parents. The conviction of these persons most affected by the Pilot Programs in Elementary Guidance is most significant because elementary guidance is not statistics, but people working with people.